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SIXTY-SEVENTH ANNUAL REPORT
OF THE
BOARD OF EDUCATION:
TOGETHER WITH THE
SIXTY-SEVENTH ANNUAL REPORT
OF THE
SECRETARY OF THE BOARD,
1902-1903.

JANUARY, 1904.



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STATE BOARD OF EDUCATION.

1904.

EX OFFICIO.

HIS EXCELLENCY JOHN L. BATES, *Governor.*

HIS HONOR CURTIS GUILD, JR., *Lieutenant-Governor.*

BY APPOINTMENT.

KATE GANNETT WELLS, . . . *Boston,* . . . May 25, 1904.

CLINTON Q. RICHMOND, . . . *North Adams,* . . . May 25, 1905.

GEORGE I. ALDRICH, . . . *Brookline,* . . . May 25, 1906.

ELMER H. CAPEN, . . . *Somerville,* . . . May 25, 1907.

ALBERT E. WINSHIP, . . . *Somerville,* . . . May 25, 1908.

Appointed Sept. 29, 1903, to succeed Elijah B. Stoddard, who died Sept. 25, 1903.

GEORGE H. CONLEY, . . . *Brookline,* . . . May 25, 1909.

CAROLINE HAZARD, . . . *Wellesley,* . . . May 25, 1910.

JOEL D. MILLER, . . . *Leominster,* . . . May 25, 1911.

SECRETARY.

FRANK A. HILL, *Cambridge.*

Died Sept. 12, 1903.

C. B. TILLINGHAST, ACTING SECRETARY, . . . *Boston.*

Appointed May 19, 1903; served until March 1, 1904.

GEORGE H. MARTIN, *West Lynn.*

Elected Feb. 4, 1904; entered upon duties of the office March 1, 1904.

CLERK AND TREASURER.

C. B. TILLINGHAST, *Boston.*

AGENTS.

JOHN T. PRINCE, *West Newton.*

G. T. FLETCHER, *Northampton.*

JAMES W. MACDONALD, *Stoneham.*

WALTER SARGENT, *North Scituate.*

Agent for the Promotion of Industrial Drawing.

CLERICAL ASSISTANTS.

A. CAROLINE MACDONALD.

ESTHER E. ELWELL.

CHARLES B. BLAKE.

ANNUAL REPORT

OF THE

BOARD OF EDUCATION.

ANNUAL REPORT.

The Board of Education has the honor to submit to the Legislature its sixty-seventh annual report.

The functions of the Board of Education are both advisory and executive. The Board takes cognizance of the whole domain of public school education, and recommends to the Legislature measures for the improvement of public instruction; it has the care of the normal schools, the direction of the agents of the Board, the distribution of the income of the State school fund and the awarding of State scholarships; it exercises supervision also over the truant schools, the schools for the deaf and blind, and the schools for defectives.

The secretary of the Board is primarily its executive officer. He should be the formulator of its policy and its recognized leader. Gifted with minute technical knowledge and with broad scholarship, he should also be an adept in school legislation, a cogent speaker, and the possessor of that administrative tact which can produce harmony throughout a complex and somewhat loosely cohering public school system. He should be virtually the superintendent of public instruction, and should receive a salary commensurate with his duties.

NORMAL SCHOOLS.

Not the least important part of the work of the Board is its responsibility in regard to the normal schools. Though all the normal schools include special and longer courses than the two-year curriculum, the majority of their graduates are from the obligatory minimum two-year course, this majority usually being qualified to fill positions in primary and grammar grades. A third year would result in greater attainment, there would

be a higher standard for minimum success, and the upper grammar grades would be more frequently taught by normal graduates than is now likely to be the case in view of collegiate pedagogy. Whenever a school standard is raised schools quickly adapt themselves to the change and numerical attendance increases.

The chief argument for the present two-year course lies in the desire and need of many pupils to become self-supporting as quickly as possible. But such reasoning, however good for the individual pupil, is not favorable to the teaching profession as a whole. If, on the other hand, the standard of the high schools in general should be raised, and the equivalent of a first-year normal course be completed in the high school, then a two-year normal course would give sufficient equipment for a teacher.

Moreover, there is a prevalent notion that teaching ranks higher in the social scale than any industrial pursuit, hence the profession of teaching is too often sought, not for its own sake nor for the enjoyment it can give, but for the social status it is supposed to confer. Unless the teacher can carry with her into the class room the culture that should hedge around any technical or text-book knowledge, she will dwarf the aims of her pupils, and herself dwindle into the merely mechanical teacher. The more thorough, therefore, her preparation, the more generous-minded instructor will she become.

The entrance examination of the physical condition of each pupil and the subsequent watchfulness of a physician over the pupil's school career have done much to eliminate the anæmic element from the normal schools, — an element that retards progress of one's self and others. The teacher of physical culture co-operates with the physician, and gives that attention to the personal details of hygiene which can be best rendered by a resident instructor.

As it was impossible to find boarding places for all those who wished to attend the normal schools located in Fitchburg, Westfield and North Adams, new dormitories have been built, one of them replacing an old building. By the commodiousness and attractiveness of these halls the Board has marked its approval of the new social spirit now recognized as a legitimate

part of a school curriculum in guiding pupils to high ideals of what homes may be in simplicity and refinement.

AGENTS OF THE BOARD.

The special committee of the Board, which was appointed at the close of last year to consider the subject of the employment of agents, and to outline the nature and scope of their work, submitted recommendations which were substantially put into operation the present year.

The suggestions contained in last year's report in regard to the inspection of the normal schools were also carried into effect this year. The increase of normal schools to the number of ten, all of them large and important, made it seem almost indispensable that the Board of Education should have a specialized report of the condition of these schools, together with expert judgment as to the ability and value of the work of the several teachers. The Board has fortunately found at its disposal the means for making a thorough examination of the normal schools, and a careful comparison of their work with that of similar institutions in other States. This task has been assigned to an educator of unusual ability, pedagogical training, large practical knowledge, and clear and independent judgment. The results of this inspection have been apparent in present benefit to the schools, and it is likely to remedy many defects and give the inspiration needed to attain higher standards of scholarship and efficiency.

Mr. Henry T. Bailey resigned his position as agent for the promotion of industrial drawing July 31, that he might assume other duties in connection with editorial work. For nearly sixteen years he has taught, lectured and inspired others to perceive the application of beauty and form to the every-day life of home and school and workshop. The position vacated has been filled by the appointment of Mr. Walter Sargent, formerly assistant agent of industrial drawing.

COUNTY TRUANT SCHOOLS.

These schools, though under the direct superintendence of special boards of trustees and of county commissioners, are yet subject to visitation by the State Board of Education, and present as interesting problems as do its normal schools.

As a boy's term of commitment rarely exceeds two years, it is difficult to state just how much time should be given to what is commonly called text-book knowledge. Possibly more manual training might be provided, and certain simple trades more fully taught. Certainly there should at least be more provision for elementary mechanical drawing, such as is useful in farm and simple home life, and also for such increased nature study as will quicken in these boys a fuller habit of observation, and give them a larger sense of the law and order of the universe. In all of these schools the discipline is wholesome, and the farm work which largely obtains, in addition to its industrial value, is used also as a steady means of developing character. Freedom from sectarian influences is secured by Protestant minister and Catholic priest alike having full access to pupils of their own faith, admonishing them by stated lessons and general influences. While all the schools, however, are models of economical management, they differ in the amount and kind of education bestowed, dependent upon their localities and the former habitats and occupations of their pupils; but it may well be asked if there are not among them some who should be sent to the School for the Feeble-minded.

All these truant schools are greatly benefited by the law enabling the county commissioners to release boys on probation, and by the appointment of truant officers to look after those on parole. They fulfil an important function in public school education, and have so thoroughly demonstrated their usefulness that it is to be hoped similar schools will ultimately be established for girls in addition to the present State Industrial School.

SCHOOLS FOR DEFECTIVES.

Massachusetts justly ranks these schools, which are replete with interest on both the psychological and physiological side, as among the best evidences of her intelligent guardianship.

The wonderful powers of speech that have been almost created, as it were, in the several schools for the deaf, are now an oft-repeated tale of wonder. The sign language is no longer taught in any of them, with the exception of the American School at Hartford, Conn.; but graduates from there, as well

as from elsewhere, frequently enter higher institutions of learning, and acquit themselves as creditably as hearing pupils.

The Boston School for the Deaf is patterned after the admirable Clarke School at Northampton. Nowhere are the pupils happier as boarders, and nowhere are they better taught.

The marvels of the Perkins Institution for the Blind are making its graduates more and more self-reliant and self-supporting, and the teaching of the adult blind at their homes has steadily and wisely progressed.

Within the last few years more attention than formerly has been given to the condition of the feeble-minded. The perpetual custodial care of such adults, especially of women, is now generally recognized as a State duty. The most important measure for their welfare has been the establishment of farm colonies at Templeton which lessen the ever-increasing number of those sent to the school at Waltham. There are now three such colonies of feeble-minded men (or children, as they are wisely called), situated at a long distance from each other, and independent of one another, but each dependent upon the central institution at Waltham. The school idea of Dr. Samuel G. Howe for the individual has developed into the colony plan of Dr. Fernald, the first of its kind in the world, who thus has demonstrated that the active-bodied feeble-minded can be made both useful and happy in an unconfined seclusion.

With the segregation at Templeton has arisen better classification at Waltham in the schoolroom and work shops, and of the various wards. The old buildings were outgrown, but with the addition of new ones has come greater ease and success in doing the work of varied instruction. The Waltham school aims not so much for specialization in progress among the feeble-minded, which should make one or another comparatively phenomenal, as for an all-round development of self-helpfulness, bodily vigor, morality, and delight in the work of their hands. The formation of special classes for the more slightly feeble-minded in the public schools of Boston has been of benefit to normal children, as well as to those deficient in ability; such classes have aided in discriminating between those who should be sent to Waltham and those who can be safely trusted in the community at large.

NATIONAL EDUCATIONAL ASSOCIATION.

No report of this year should close without reference to the forty-second meeting of the National Educational Association, held in Boston in July.

The State Board of Education had printed for general distribution at the sessions of the convention a pamphlet on the "Massachusetts School System," prepared under the supervision of Mr. C. B. Tillinghast. This document is a useful compendium of what every teacher should know concerning the development of the public schools.

All the normal schools and all the schools throughout the State contributed in one or another way to make this convention one of the most memorable ever held; but the Normal Art School, because of its location in this city, was the State school which took the most prominent part in the convention. In this school was held a special exhibit, which was visited by over ten thousand persons, and which showed the logical, progressive character of the instruction given.

CHANGES IN THE BOARD.

The treasurer of the Board, Mr. C. B. Tillinghast, has been acting secretary since May 19, when leave of absence was granted to Mr. Hill. Since that time Mr. Tillinghast, without compensation and with rare discretion, has filled the office, bringing all within its scope into efficient and harmonious action. Hon. Frank A. Hill was for nine years the untiring, conscientious secretary of the Board. Loyal to his convictions of right and a high standard of scholarship, he persistently and honorably worked for the advancement of public school education in its many phases. His reports were conspicuous for careful investigation, wise inferences and valuable suggestions.

It is with much sadness that the Board finds itself called upon to record the death of its secretary and also of one of its members within a few weeks of each other.

Hon. Elijah B. Stoddard of Worcester devoted to the interests of the Board twenty-five years of a helpful and honored life. His financial sagacity, legislative experience, and broad outlook were of the greatest service to the educational interests of the State.

The lives of these men have enriched and ennobled the cause of public education, which they have served with dignity, fidelity, and singleness of purpose.

KATE GANNETT WELLS.
CLINTON Q. RICHMOND.
GEORGE I. ALDRICH.
ELMER H. CAPEN.
ALBERT E. WINSHIP.
GEORGE H. CONLEY.
CAROLINE HAZARD.
JOEL D. MILLER.

Boston, Dec. 3, 1903.

In Memoriam.

FRANK ALPINE HILL.

BORN OCT. 12, 1841, BIDDEFORD, ME. — DIED SEPT. 12, 1903, BROOKLINE, MASS. —
SECRETARY OF THE STATE BOARD OF EDUCATION, 1894-1903.

Dr. Frank Alpine Hill was graduated from Bowdoin College at the age of twenty, was principal of the Milford High School from 1865-70, and of the Chelsea High School from 1870-86, when he was chosen head master of the English High School at Cambridge, a position he occupied for seven years. He was the first principal of the Mechanic Arts High School of Boston, and in May, 1894, entered upon his service as secretary of the State Board of Education, which he continued until his death, Sept. 12, 1903. In 1894 Bowdoin College conferred upon Dr. Hill the degree of Litt.D.

Dr. Hill was a true lover of his chosen profession. To its advancement he gave the strength of careful study and earnest effort. Without self-seeking he was called to positions of great responsibility, and his work therein witnesses for better ideals and broader conceptions of popular education. His was a long-honored and unselfish service; and in this service there was no element finer or more enduring than the manliness of Dr. Hill's own character.

ELIJAH BRIGHAM STODDARD.


BORN JUNE 5, 1826, UPTON, MASS. — DIED SEPT. 25, 1903, ALFRED, ME. — MEMBER
OF THE STATE BOARD OF EDUCATION, 1878-1903.

In the death of the Hon. E. B. Stoddard the Board of Education loses its senior member. He was first appointed in 1878, and was regularly reappointed on the expiration of his several terms of service. He was perhaps the most potent factor in the establishment of the Worcester State Normal School, and throughout his official connection with it watched over its welfare, did everything in his power to promote its development and progress, and by his friendly and genial spirit endeared

himself not only to the principal but to every teacher and pupil.

His efforts, however, were not confined to the Worcester school. He had a most intelligent interest in the entire work of the Board. As chairman of the committee on scholarships, of the executive committee, and as a member of the finance committee, he rendered important assistance to the Board and a distinct benefit to the Commonwealth.

He was a large-minded, noble and public-spirited citizen, whose influence was felt for good not only in the community in which he lived but from end to end of the State. He was a man of optimistic temper and a most agreeable companion. His associates upon the Board of Education will always gratefully cherish his memory.





REPORTS
OF THE
BOARDS OF VISITORS
OF THE
NORMAL SCHOOLS.

STATE NORMAL SCHOOL, BRIDGEWATER.

ALBERT G. BOYDEN, PRINCIPAL.

INSTRUCTORS IN THE NORMAL SCHOOL.

ALBERT GARDNER BOYDEN,	Educational study of man, the principles and the art of teaching, school organization, school government, school laws of Massachusetts and the history of education.
ARTHUR CLARKE BOYDEN, vice-principal, . . .	Natural science, history and civil polity.
FRANZ HEINRICH KIRMAYER,	Latin, Greek, French, German.
WILLIAM DUNHAM JACKSON,	Physical science, mathematics, English literature.
CHARLES PETER SINNOTT,	Geography, physiology and hygiene, physical science.
HARLAN PAGE SHAW,	Chemistry, mineralogy, industrial laboratory.
FRANK ELLIS GURNEY,	Classics, geometry, astronomy.
ISABELLA SARA HORNE,	Vocal culture and reading.
CLARA COFFIN PRINCE,	Vocal music, algebra.
FANNY AMANDA COMSTOCK,	Arithmetic, botany, geometry.
MARY ALICE EMERSON,	English.
ELIZABETH HELEN PERRY,	Drawing.
LILLIE EVELINE MERRITT,	Assistant in drawing.
BESSIE LOUISE BARNES,	Physiology and hygiene, physical training.
LILLIAN ANDERSON HICKS,	Supervisor of practice work in the model school.

INSTRUCTORS IN THE MODEL SCHOOL.

BRENELLE HUNT,	Principal.
ADELAIDE REED,	Ninth grade.
MARTHA MAY BURNELL,	Eighth grade.
SARAH VINETTA PRICE,	Seventh grade.
NELLIE MABEL BENNETT,	Sixth grade.
JENNIE BENNETT,	Fifth grade.
MARY LUCINDA WALLACE,	Fourth grade.
SARAH WHEATON TURNER,	Third grade.
ANNIE LAWRIE SAWYER,	Second grade.
FLORA MAY STUART,	First grade.
CLARA RACHEL BENNETT,	First grade.

INSTRUCTORS IN THE KINDERGARTEN.

ANNE MORGAN WELLS,	Principal.
FRANCES PLYMPTON KEYES,	Assistant.

This school is constantly striving to accomplish the purpose of the State normal school, which is to prepare teachers for the public schools of the State. The normal school has a distinctive atmosphere, spirit and method of work, determined by its

call to develop the elements of qualification for teaching in student teachers. These elements are the personality which adapts him to teaching; the spirit of the teacher, which appreciates the responsibility of the work; a working knowledge of the laws of physical and mental development and the consequent principles of education; the scholarship requisite to direct wisely the study of the subjects in the school course; and skill in the art of teaching and training. "The passing of the normal school" to higher achievement and better equipment is the natural condition of its life.

It may be helpful to glance at some factors of the sixty-three years of the life of this school. The school started with two teachers, — the principal of the normal school and the principal of the model school. It now has fifteen teachers in the normal department and thirteen in the model school.

The course of study at the beginning was arranged for one year of three terms, but during the first six years students were required to remain in the school only two terms, which need not be consecutive, and after the second term students were permitted to select their studies. The school now has five courses, each of which is to be taken consecutively: an elementary course arranged for two years, one for four years with electives, an intermediate course for three years with electives, a special course of one year for graduates of colleges and normal schools and for teachers of five years' experience who desire to extend their preparation for teaching, and a kindergarten course for two to three years.

The model school at the beginning consisted of one class, of 30 to 40 pupils. It now includes the kindergarten and the nine grades below the high school, — 468 pupils.

The school has steadily gained the confidence of the public, as will be seen from the following facts: —

The average number of students admitted per year for the first decade was 58; for the second decade, 63; for the third, 57; for the fourth, 87; for the fifth, 93; for the sixth, 120; and for the last three years, 133.

The average number of graduates per year for the first decade was 39; for the second decade, 49; for the third, 32; for the fourth, 44; for the fifth, 56; for the sixth, 78; for the last three years, 112.

The third decade, which shows a decrease, was the period of the civil war.

The steady increase in the number of students from an average attendance per term of 53 in the first decade to an average attendance per term of 274 in the last three years has caused frequent enlargement of the school buildings, and each extension has been followed by further increase in the number of students. Since the erection of the new school building in 1890, — which was enlarged by fifty per cent. in 1894, — and the erection of the new residence hall in 1895, the numbers have largely increased, notwithstanding the opening of four new normal schools in the State.

The town of Bridgewater gave the school a home for the first three years of its life in the old town hall. Now the school plant, including seventeen acres of land and six buildings with their equipments, has a value of half a million dollars. To meet the demands of the public, the State normal school must keep up to date, along all the lines of its work, in the advantages and equipments which it offers prospective teachers.

The assembly hall has been crowded the past year, and the residence halls could not accommodate all who desired rooms therein. More rooms for residence, and an infirmary, are needed.

There has been no change of instructors during the year. The health of the school has been good, and its work has been vigorously prosecuted.

The Legislature of 1903 generously appropriated \$58,700 for the erection of a new gymnasium building, an electric plant and a coal shed. An engine and dynamo have been installed, which furnish excellent light in all the buildings and power to run electric lanterns for stereopticon projections in the class rooms and in the assembly hall. This plant greatly facilitates better work.

The appropriation for the new gymnasium building is being expended. Plans have been secured with much care for a modern gymnasium. The building is in process of construction, and is to be completed Aug. 1, 1904. The erection of this building with its complete equipment will supply a large need in the life of the students, and will much improve the health and work of the school.

Outlines in several studies have been revised and improved. Three class rooms and the assembly hall are now provided with projecting apparatus for the better study of the sciences, history and literature. Three new first-class electric lanterns with compound microscopic attachments, and other valuable pieces of apparatus, have been purchased for these studies. With this new apparatus superior pictures can be made upon the screen, which can be studied by the whole class at once, with economy of time and the enrichment of the courses of study. The assembly hall, stairways and class rooms are growing more beautiful each year by the addition of pictures or statuary presented to the school by the graduating classes.

The benefit received by the normal students from their observation and practice in the model school is increasing each year by the more extended and careful practice and supervision in this work. The judgment formed of the student teacher's fitness for teaching by those in charge of this work is generally confirmed by his subsequent work in the public school.

The life of the students in the residence halls, living together as one large family, is a potent element in their social evolution, and helpful to them in taking their places in life as teachers. "The Normal Club," an organization composed of the faculty and the students, holds a series of first-class entertainments—social, literary and musical—once a fortnight through the year.

The statistics of the school for the year ending Aug. 31, 1903, are as follows:—

1. Number of students for the year, 274, — 29 men, 245 women; number in the entering class, 126, — 11 men, 115 women; number of graduates for the year, 88, — 7 men, 81 women; number receiving certificates for special courses, 13 women.

2. The whole number of students who have been members of the school is 5,156, — 1,318 men, 3,838 women. The number who have received certificates or diplomas is 3,428, — 884 men, 2,544 women; of whom 288 have graduated from the four years' course, — 148 men, 140 women.

3. Of the 274 members of the school for this year, Plymouth County sent 77; Bristol, 38; Middlesex, 37; Norfolk, 37; Essex, 15; Suffolk, 14; Hampden, 11; Worcester, 11; Barnstable, 10;

Dukes, 3; Berkshire, 1; Hampshire, 1; Nantucket, 1; the State of New Hampshire, 8; Maine, 4; Vermont, 2; Connecticut, 1; New York, 1; Jamaica, W. I., 1; Syria, 1. Total from Massachusetts, 256, 13 counties and 91 towns being represented; other States and countries, 18.

4. The distribution of the students for the year was as follows: special courses, 19, — 1 man, 18 women; four years' course, 47, — 20 men, 27 women; intermediate course, 34, — 4 men, 30 women; two years' course, 174, — 4 men, 170 women.

5. The average age of those admitted was 20 years and 2 months; of special students, 27 years and 9 months; of students entering upon regular courses, 19 years and 2 months.

6. Of the 126 admitted, 4 came from colleges, 4 from normal and training schools, and 118 from high schools and academies; 20 had taught previous to coming.

7. The occupations of the fathers of those admitted were given as follows: artisans and mechanics, 26; farmers, 13; traders, 11; superintendents and foremen, 7; railroad employees, 5; salesmen, 3; bookkeepers and clerks, 3; engineers, 2; contractors, 2; professional men, 2; chemists, 2; manufacturer, mail carrier, pilot, policeman, night watchman, expressman, florist, coachman, inspector, laborer, proprietor, inside man, 1 each; retired, 4; not living, 28; not given, 6.

8. Of the 126 students admitted, Boston sent 11; Brockton, 10; Bridgewater, 8; Taunton, 7; Springfield, 5; Haverhill, Holbrook and Waltham, 4 each; Mansfield, Medford, Middleborough, Quincy and Somerville, 3 each; Andover, Chelsea, Fall River, Melrose, Milton, New Bedford, Randolph and Stoughton, 2 each; Abington, Acton, Ashland, Berkley, Bourne, Canton, Carver, East Bridgewater, Everett, Falmouth, Groton, Great Barrington, Hadley, Hudson, Hyde Park, Lawrence, Longmeadow, Marshfield, Medway, Nantucket, Newburyport, Northbridge, Plymouth, Reading, Rockland, Southbridge, Spencer, Walpole, Watertown, Wayland, Weymouth, Whitman and Winchester, 1 each; New Hampshire, 4; Maine, 3; Connecticut, 1; Vermont, 1.

CAROLINE HAZARD,
GEORGE I. ALDRICH,

Board of Visitors.

STATE NORMAL SCHOOL, FITCHBURG.

JOHN G. THOMPSON, PRINCIPAL.

INSTRUCTORS IN THE NORMAL SCHOOL.

JOHN G. THOMPSON,	Pedagogy.
E. A. KIRKPATRICK,	Psychology.
PRESTON SMITH,	Natural sciences.
HELEN M. HUMPHREY,	Mathematics.
FLORA E. KENDALL,	English.
NELLIE B. ALLEN,	Geography.
FLORENCE M. MILLER,	History.
ANNETTE J. WARNER,	Drawing.
ELIZABETH D. PERRY,	Music and physical culture.
ABBY P. CHURCHILL,	Nature study.
JOSEPH T. WHITNEY,	Manual training.

INSTRUCTORS IN THE PRACTICE AND MODEL SCHOOLS.

CHARLES S. ALEXANDER, Principal.

The teachers in the normal school supervise the teaching of their respective subjects in the model and practice schools.

INSTRUCTORS IN THE PRACTICE SCHOOLS.

CAROLINE G. HAGAR,	Supervisor in primary grades.
MATTIE A. COLE,	Supervisor in primary grades.
MARY I. CHAPIN,	Supervisor in primary grades.
MATILDA B. DOLAND,	Supervisor in grammar grades.

INSTRUCTORS IN THE MODEL SCHOOLS.

FLORENCE E. SCOTT,	Principal of kindergarten.
GEORGIANA H. JUBB,	Assistant in kindergarten.
L. FRANCES JONES,	First grade.
IDA M. AUSTIN,	Second grade.
MARY MCCONNELL,	Third and fourth grades.
MARGARET M. SLATTERY,	Fifth and sixth grades.
MERCIE A. ALLEN,	Seventh and eighth grades.
MARY L. MERRILL,	Ungraded.

IN GENERAL.

There is a double reason for the brevity of this report. There has been no change in the corps of teachers during the year, and the general plan of work, excepting such minor improvements as experience suggested or the natural development of the plan made necessary, has been continued. The usual things, therefore, said in a report have been said already. It will be seen by the statistics that the attendance has varied little from that of other years. It may be added that the interest in the work on the part of teachers and pupils has been excellent, and that the work of the model and practice schools has been successful. An annual course of lectures,

upon subjects adapted to help the students in the work of teaching, has been a feature of the work in this school from the first. The course of last winter was the most successful of the series. By charging a small sum to those, not members of the school, who desired reserved seats, the principal was enabled to add several Saturday afternoon entertainments of a more general character.

THE NEW DORMITORY.

The erection and opening of a dormitory has been the special feature of the year. The building, in addition to all rooms for general use, provides accommodation for some fifty pupils. The rooms are arranged in suites; each suite has a study, two sleeping rooms, and access to a bath room direct from the rooms themselves. The construction is thorough, and every care has been taken to make the building as nearly fire-proof as possible. For convenience in use, quiet and home comfort, we believe this to be one of the very best dormitories in the State, and, for that matter, in the country.

The lectures for the past year have been as follows:—

Mr. Frederick Manley, Boston, — The Merchant of Venice.

Rev. Austen T. Kempton, Fitchburg (two lectures):—

New Brunswick.

Evangeline.

Mr. Henry A. Clapp, Boston (two lectures):—

Shakespeare, the Man.

The Tempest.

C. C. Church Quartette, Fitchburg (Mrs. Jennison, Mrs. Faxon, Dr. Page, Mr. Allen), concert, — In a Persian Garden.

Hon. Frank A. Hill, Secretary of the State Board of Education, — Seven Lamps for the Teacher's Way.

Mr. Edward Howard Griggs, Montclair, N. J. (twelve lectures), Moral Leaders:—

The Function of the Moral Leader. Luther.

Socrates.

Giordano Bruno.

Marcus Aurelius.

Victor Hugo.

St. Francis of Assisi.

Carlyle.

Savonarola.

Emerson.

Erasmus.

Tolstoy.

Graduation Address, — Rev. Elmer H. Capen, D.D., President of Tufts College.

STATISTICS.

The statistics for the year ending Aug. 31, 1903, are as follows : —

1. Number of students for the year, 121, — 116 women, 5 men ; number in the entering class, 52, — 48 women, 4 men ; number of graduates for the year, 28 from the elementary course, 9 from the advanced course ; number receiving certificates for special courses, 8.

2. Whole number of students admitted since the opening of the school, 461, — 450 women, 11 men (this number includes the class admitted in the fall of 1903).

3. Number of States represented in the membership of the school for this year, 3.

4. Number of counties in Massachusetts represented, 3.

5. Number of towns in Massachusetts represented, 23.

6. Average age of entering class, 18.9 years.

7. Number who have had experience as teachers, 12.

8. Occupation of parents : merchants, 9 ; farmers, 14 ; carpenters, 3 ; skilled laborers, 7 ; laborers, 8 ; musician, 1 ; superintendents of corporations, 2 ; publishers, 2 ; lawyer, 1 ; civil engineer, 1 ; deceased, 4.

JOEL D. MILLER,
CAROLINE HAZARD,
Board of Visitors.

STATE NORMAL SCHOOL, FRAMINGHAM.

HENRY WHITTEMORE, PRINCIPAL.

INSTRUCTORS IN THE NORMAL SCHOOL.

HENRY WHITTEMORE,	School laws of Massachusetts, school organization and government.
AMELIA DAVIS,	Mathematics and astronomy.
ESTHER PARMENTER,	Natural and physical sciences.
FREDERIC W. HOWE,	Chemistry, biology and dietetics.
LOUISA A. NICHOLASS,	Household arts.
SAMUEL C. PRESCOTT,	Bacteriology.
LILLIAN A. ORDWAY,	Geography, Latin and psychology.
M. ELIZABETH HOLBROOK,	History and civil polity.
MARY C. MOORE,	English language and literature.
MARY H. STEVENS,	French.
JANE E. IRESON,	Elocution and reading.
JENNIE E. BOODY,	Drawing.
FREDERIC W. ARCHIBALD,	Singing.
MARY BENNETT,	Gymnastics.
SUSAN M. EMERSON,	Sloyd.

INSTRUCTORS IN THE PRACTICE SCHOOL.

SUSAN M. EMERSON,	Ninth grade.
ANTOINETTE ROOF,	Eighth grade.
LEILA J. WEBSTER,	Seventh grade.
NELLIE A. DALE,	Sixth and fifth grades.
ALICE V. WINSLOW,	Fourth grade.
S. WINNIFRED MUNROE,	Third and second grades.
ELIZABETH A. MALLOY,	Second and first grades.
PHOEBE M. BEARD,	Kindergarten.

GENERAL WORK OF THE SCHOOL.

The methods of instruction and management of the school have varied little from those of the preceding year, save as the influence of the two boarding halls is more and more recognized in their reflex action upon the school. The personal relations between pupils and teachers, especially between pupils and the principal, established in the intercourse of daily home life, develop a spirit of willingness to serve each other and a sense of honorable comradeship, which is felt in the zeal and discipline of the school.

Notwithstanding the additional accommodations afforded by

Wells Hall as a school building, we have been obliged to refuse twelve applicants, as there was no room in the dormitories, and no boarding places could be found in the town other than those already occupied. As some of these applicants wished to enter as special students, we all the more regretted the inability to receive them, for such pupils are incentives to the regular scholars, and elevate the standard of a school.

WORKSHOP.

With the growth of the school has arisen greater need for additional room for a workshop. In a short time this would return the cost of its construction by the saving of money at present paid out for repairs to which neither the janitor nor the engineer can attend because of the lack of space in which to work.

We shall also need to increase the sewage area for sub-filtration, the present field having become over-saturated.

HEALTH CONDITIONS.

The pupils have never been better physically, and have never done their work with less nervous strain than during the last year. This is due in part to insistence upon gymnastic training and out-door sports, but still more to the development of a sense of personal responsibility for health, which sense the school as a whole now acknowledges and transmits to each incoming class. The tennis grounds and golf links, the latter partly borrowed, and the grove for exercises, are excellent suburbs for a school building.

HOUSEHOLD ARTS.

The household arts department still remains the only one of its kind in the State normal schools; but with the opening of similar training institutions in other parts of the State, especially with the advantages of Simmons College, it is fortunate that this department has not yet been duplicated in the other State normal schools. So far all its graduates have obtained excellent positions, most of them in Massachusetts, and are receiving very much better salaries than if they were teaching in primary or grammar grades.

Special mention should be made of the interest excited by the valuable lectures on bacteriology by Prof. Samuel C. Prescott. They constitute an important part of the household arts course, and contribute indirectly to the health of the pupils by the knowledge they furnish of the modes of microscopic existence which affect human life.

CHANGES IN THE FACULTY.

With much regret we were obliged to accept the resignation of Mr. Charles F. Whitney as teacher of drawing. His place has been filled by Miss Jennie E. Boody, a graduate of the public school class of the Normal Art School. As teacher of natural and physical science, Miss Esther Parmenter has taken the place of Miss Clark, who received a year's leave of absence, and is studying at Columbia College.

LECTURES.

The graduating address was delivered by Arlo Bates, professor of English literature at the Institute of Technology. During the year lectures have been given by Mrs. Florence Howe Hall, on "The Cardinal Points of Good Manners;" by Mr. Edward H. Griggs, on "St. Francis of Assisi" and on "Savonarola;" by Mr. A. E. Kempton, on "Nova Scotia" (illustrated by stereopticon); and by Mr. Schuyler Matthews, on the "Songs of Birds." The concert given by the Glee Club took the form of an operetta, "The Japanese Girl;" and the school gave a "Schubert morning," with an essay by a pupil.

GIFTS.

The school was remembered by the following gifts: a plaster cast, "Demosthenes," presented by Mr. Charles Ireson of Boston; a gift of a sum of money from a friend of the school, with which to purchase pottery for the art room; an etching, "Mozart when a Boy," presented by the Glee Club of 1902-1903. The class of 1903 left a fund with which to purchase two pictures. The same class planted a Babylonian willow south of Normal Hall. Miss Susan Minns of Boston gave to Wells Hall three large and valuable engravings (proofs), several framed photographs and two large flower panels in oil.

Miss Emily Healey of Boston also sent many small framed photographs from the old masters. The gifts from these two friends greatly aided in making Wells Hall more beautiful.

STATISTICS.

1. Number of pupils admitted, September, 1902, 105. Number who graduated in June, 1903, 71; of this number, 62 graduated from the regular two years' course and 9 from the department of household arts. Certificates were given to 5 for one year's special course. Whole number of pupils for the year 1902-1903, 206, divided as follows: seniors, 85; juniors, 112; post-graduates and specials, 9; total, 206.

2. Average age of pupils admitted in September, 1902, 20 years.

3. Occupation of parents: retired, 1; lieutenant in navy, 1; veterinary, 1; police, 2; physician, 1; army officer, 1; railroad agent, 1; undertaker, 1; reporter, 1; sea captain, 1; lawyer, 1; superintendents, 4; civil engineer, 1; brokers, 2; judge, 1; manufacturers, 7; merchants, 16; farmers, 14; mechanics, 37; laborers, 11; total, 105.

4. Residences of 105 pupils admitted in September, 1902; Massachusetts, — Suffolk County, 4; Middlesex County, 54; Worcester County, 22; Norfolk County, 6; Hampden County, 2; Hampshire County, 1; Essex County, 1; Bristol County, 4; Berkshire County, 1; total, 95. From other States, — Vermont, 3; New Hampshire, 2; Connecticut, 1; Maryland, 2; New York, 1; New Jersey, 1; total, 10. From Massachusetts, 95; from other States, 10; total, 105.

KATE GANNETT WELLS,
GEORGE H. CONLEY,

Board of Visitors.

STATE NORMAL SCHOOL, HYANNIS.

W. A. BALDWIN, PRINCIPAL.

INSTRUCTORS IN THE NORMAL SCHOOL.

W. A. BALDWIN,	Psychology, pedagogy, history of education.
BERTHA M. BROWN,	Biology, mathematics.
ANNIE S. CROWELL,	Physical training.
HANNAH M. HARRIS,	English, history.
FREDERIC H. HOLMES,	Geography, manual training, physics.
MINERVA A. LAING,	Chemistry, mineralogy, drawing.
EDMUND F. SAWYER,	Vocal music.

INSTRUCTORS IN THE TRAINING SCHOOL.

GEORGE H. GALGER,	Principal, eighth and ninth grades.
ANNIE H. CHADWICK,	Sixth and seventh grades.
ALICE G. HOSMER,	Fifth and sixth grades.
MABEL M. KIMBALL,	Fourth grade.
ANNIE S. CROWELL,	Third grade.
CLARA M. WHEELER,	Principal of primary department, second grade.
IDA E. FINLEY,	First grade.

The Hyannis State Normal School has been in session both winter and summer for six years. These have been years of quiet but steady development, and the school may now be considered to be on a good working basis. The policy of the school has, from the first, been one of slow but continuous forward movement. Much has been made of the work of the children in the training school, and great care has been exercised to make it more and more conform to the pedagogical principles which are recognized by all modern educators. The various problems connected with the buildings, the equipment, the courses of study and the organization of teachers and other helpers have been dealt with in a practical and conservative manner, as they have presented themselves for solution.

The attempt has been made to get together a body of teachers and other workers who are all imbued with the same spirit of helpfulness, and who are glad to aid in working out the problems which the school has set for itself. That this attempt has been in a large degree realized is patent to any one who makes a thorough inspection of the school. Such a condition of things promises well for the future of the school.

TEACHERS.

During the past year no change has been made in the teaching force of the normal school. In the training school one change was made necessary by the resignation, in the middle of the year, of the principal, Mr. Richard W. Marston. After the careful consideration of several promising candidates, Mr. George H. Galger was selected, and commenced his services during the spring term.

OPPORTUNITIES FOR INDIVIDUAL ATTENTION.

This school has during the summer session as large an attendance as seems desirable, but during the winter session a larger number of students might well be accommodated. The school has to contend with the disadvantage of a somewhat isolated location. While this is a decided disadvantage from the standpoint of numbers, it gives to the students in attendance upon this school several advantages which make the school in a way unique.

An advantage which is at once apparent is the opportunity for close personal and individual contact between pupils and teachers, both in the school work and in the social life of the dormitory. The value of such opportunities, when carefully administered, cannot well be overestimated. In the Hyannis school the spirit of the family is emphasized, and many thoughtful visitors have expressed surprise and pleasure at finding such an air of enjoyment, of good fellowship and of real refinement in a school dormitory.

Another great advantage appears in connection with the practice work. Since the size of the graduating class is small and the size of the training school is relatively large, the opportunity for teaching on the part of the students is much better than in most normal schools. It is also easy to see that supervisors and critic teachers can observe and criticise the work much more carefully and sympathetically.

REPAIRS AND IMPROVEMENTS.

In order to keep the plant in first-class condition with the least possible expense, it is found necessary to have the carpenters and painters go over the buildings every summer.

Even then nearly every year some part of the equipment proves to be defective, and there is unexpected expense. During the past year there was trouble with the leaking of the water tanks, and the fact was finally ascertained that the water had so affected the solder as to cause its disintegration in the short space of six years. The architects under whose direction the buildings were erected were consulted, and it was found necessary to have every tank scraped and resoldered, at an expense of over \$1,200. A different kind of solder has this time been used, and it is believed that it will last for many years.

A source of considerable discomfort during the past year has been connected with the lighting of the dormitory. The gasolene plant which is in use has been very unsatisfactory. During the fall it was found necessary to put in a new air pump with a water wheel attachment, at a cost of about \$275. After this new pump was installed the lights were much more satisfactory, but during the spring and summer there was increasing dissatisfaction, and it was found necessary to return the mixer to the manufacturers for repairs. The gasolene light is much of the time very satisfactory, but at other times it is so very unreliable that a different form of lighting seems very desirable.

By way of improvements, several new ceilings have been put up both in the normal school building and in the dormitory, and all the rooms on the first and second floors of the dormitory have had their walls and ceilings painted. The remaining rooms of the dormitory and the rooms and corridors of the school building which have not already been painted should receive attention as soon as the condition of the school finances will warrant the necessary expenditure.

IMPROVEMENTS IN GROUNDS.

From year to year the school grounds have been improved, until now it is probable that none in the State are more attractive. These improvements have been made without any special appropriation, and without expending any large sums from the regular appropriation. To bring about such results, considerable forethought and wise economy have been necessary. These grounds, with their beautiful trees, shrubs and

well-kept lawns, must prove an object lesson of very great value to the people of Hyannis and vicinity. Many words of approval and appreciation have been heard during the past season, both from residents of Hyannis and from members of the summer colony. In connection with the care of the grounds, the children of the training school are taught some things regarding the proper methods of planting and caring for shrubs and vines. For instance, during the past year they were taught how to make cuttings from a hedge, place them in wet sand until rooted, and then how to prepare the trench and set these young shrubs in the form of a hedge. Such work helps to supplement the school gardens, of which the school now has three. The work of the school garden, as described in the report for 1900-1901, has been continually enlarged, and is considered of great value in connection with the so-called regular school work. A first-class gardener is continuously employed during the open season in caring for the grounds, and, whenever it seems to the teachers desirable, he gives a lesson to normal students or to classes of children upon any phase of planting, transplanting, or the training of plants. This arrangement insures instruction of a reliable character in this important branch of modern school work.

STATISTICS.

The statistics for the regular session are as follows : —

1. Number of students registered Sept. 10, 1903 : men, 3 ; women, 33 ; total, 36.

2. Number of students registered since Sept. 9, 1897 : men, 32 ; women, 205 ; total, 237.

3. Average age of entering class when admitted, 19 years and 3 months.

4. Number who have had experience as teachers, 1.

5. Residence of pupils : Barnstable County, — Barnstable, 5 ; Harwich, 2 ; Orleans, 2 ; Truro, 2 ; total, 11. Bristol County, — New Bedford, 1. Norfolk County, — Braintree, 2 ; Quincy, 1 ; total, 3. Suffolk County, — Boston, 1. Total, 16.

6. Occupations of pupils' parents : farmers, 3 ; masons, 2 ; teamsters, 2 ; carpenter, machinist, merchant, sea captain, steward, salesman, 1 each.

SUMMER SESSION.

During each summer of the six years that the school has been in existence there has been held a summer session, and this has come to be considered an important and permanent feature of the school. With each succeeding summer the work accomplished has seemed more satisfactory, and a stronger bond of unity has been developed between the members of the faculty and of the student body. One indication of the last is seen in the enthusiasm manifested at the annual winter reunion, when a surprisingly large number of teachers who have attended the Hyannis summer session congregate in Boston to exchange greetings.

The policy from the first has been to select the members of the faculty from widely different sections, but so far as possible to keep together the same faculty from summer to summer. This gives an opportunity for broad-minded discussions of the educational problems, with unity of purpose and personal liberty in the application of the principles of education to the various subjects offered.

The faculty for the summer session consisted of the following:—

W. A. BALDWIN,	Principal.
EDMUND F. SAWYER,	Instructor in music, State Normal School, Hyannis.
MARY E. LAING,	Formerly instructor in pedagogy, State Normal School Oswego, N. Y.
ELIZABETH H. SPALDING,	Instructor in English, Pratt Institute, Brooklyn, N. Y.
CHARLES P. SINNOTT,	Instructor in geography, State Normal School, Bridgewater.
FREDERIC L. BURNHAM,	Supervisor of drawing, New Haven, Conn.
FREDERIC H. HOLMES,	Instructor in physics, State Normal School, Hyannis.
ADELBERT L. SAFFORD,	Superintendent of schools, Beverly.
CLARA M. WHEELER,	Principal of primary department, Hyannis Training School.
MABEL M. KIMBALL,	Supervisor of industrial work, Hyannis Training School.
ALICE G. HOSMER,	Formerly teacher in Medford.
CHARLES B. SCOTT,	Formerly instructor in nature work, State Normal School, Oswego, N. Y.

The students were 107 in number. A statement of their experience and preparation is given in the following table:—

Average age (years),	27½
Average years of experience,	5½
Number of students graduated from college,	6
Number of students graduated from normal schools,	22
Number of students graduated from training classes,	14
Number of students graduated from high schools,	76
Number of students who had attended college,	6
Number of students who had attended normal schools,	36
Number of students working for a diploma,	52

GEORGE I. ALDRICH,

CAROLINE HAZARD,

Board of Visitors.

STATE NORMAL SCHOOL, LOWELL.

FRANK F. COBURN, PRINCIPAL.

INSTRUCTORS IN THE NORMAL SCHOOL.

FRANK F. COBURN,	Psychology, principles of education.
HUGH J. MOLLOY,	Mathematics.
MABEL HILL,	History, civil government and history of education.
ANNA W. DEVEREAUX,	Kindergarten theory and practice and child study.
ADELIA M. PARKER,	Supervision of practice work.
LYMAN C. NEWELL,	Chemistry, physics and geography.
AMY R. WHITTIER,	Drawing and manual training.
MARY HUSSEY,	Reading, vocal training and physical culture.
MABEL C. BRAGG,	English grammar, rhetoric and literature.
CAROLYN L. MORSE,	Zoölogy, botany and physiology.
SARAH C. WHELTON,	Music.

INSTRUCTORS IN THE MODEL SCHOOLS.

Lowell Division.

CYRUS A. DURGIN,	Principal.	BERTHA J. CURTIS,	Assistant.
BELLE A. PRESCOTT,	Assistant.	ALICE D. SUNBURY,	Assistant.
CHARLOTTE M. MURKLAND,	Assistant.	FRANCES CLARK,	Assistant.
BLANCHE A. CHENEY,	Assistant.	ALICE G. BARRETT,	Assistant.
BELLE F. BATCHELDER,	Assistant.	SARA E. AMES,	Assistant.
AMY L. TUCKE,	Assistant.	ESSIE E. ROCHE,	Assistant.
MARIA W. ROBERTS,	Assistant.	E. BELLE PERHAM,	Kindergarten.
MARY E. WALSH,	Assistant.	EDITH A. ANDREWS,	Kindergarten.
CARRIE E. ERSKINE,	Assistant.	AMY R. WHITTIER,	Drawing.
MARY I. HOWE,	Assistant.	SARAH C. WHELTON,	Music.

Lawrence Division.

LEILA M. LAMPREY,	Principal.	EMMA J. GREENWOOD,	Assistant.
ELLA F. EASTMAN,	Assistant.	MARY E. MAHONEY,	Music.
ANNIE L. O'CONNOR,	Assistant.	ANNIE T. MCCARTHY,	Drawing.

IN GENERAL.

The close of the year finds this school in a prosperous condition and with increased membership.

The pupils manifest a decided interest in their studies, and the teachers show the same enthusiasm and unanimity that have characterized their work since the opening.

The graduating class numbers 55, — the largest on record. The first class, graduated in 1899, numbered 43. The number

admitted in 1899 was 54; the number admitted this year was 81. There has been an increase each year of 10 to 15 per cent. in both the number admitted and the number graduated. The total membership of the school is 165.

The policy of the school, as indicated in the last two reports, has been carried out this year, namely, to identify as closely as possible the work of the normal school with that of the practice schools, to the end that normal school students may see the theories that they learn put into actual use in each of the various grades of a regular public school, and that they themselves may take part in the carrying out of these theories. This is done by having a period of observation work early in their course, which is followed later by a period of practice work.

OBSERVATION PERIOD.

This period begins soon after the student enters school, usually about the first week in October, and covers a period of five weeks; later in the school year another period of five weeks is taken, making ten weeks in all.

The whole time of the first week is spent in the kindergartens. The class is divided into small sections, as there are thirteen schools that may be used for this purpose. Each section is assigned to a school, and all the forenoons are spent in observing the work of this school. In the afternoons each pupil writes out a report of the morning's observation, and also meets the head of the department for discussion and instruction. The reports made by these students are placed on file.

Following the observation in the kindergartens, the work is carried on in each primary and grammar grade under the immediate supervision of the normal school teachers. Each normal school teacher directs the observation work in his or her own subject throughout all the grades, directs the work to be observed; accompanies the classes, and discusses the points of interest in the morning's experience. The time taken for this observation work is from half-past eight until a quarter-past ten.

PRACTICE PERIOD.

The observation work of the junior year is followed by three months of practice in the senior year. No recitations are

required from the pupils by the normal school teachers during this time. A fair opportunity is given each pupil to show her ability to teach and to govern under the conditions existing in the various grades of a regular public school.

During this time the opportunity is afforded superintendents and members of school committees to see the students of the senior class in actual service, so that an intelligent estimate of the teaching ability of the pupil teacher may be formed.

A THREE YEARS' COURSE.

The plan of allowing the students who have completed their first year's work with credit to elect a third year, to be devoted largely to practice work, proves to be a very satisfactory one.

Briefly stated, the plan allows the student to teach in all the primary and grammar grades; to visit during her practice corresponding grades in the schools of Lowell and other cities; to visit schools, graded and ungraded, in the neighboring towns; and to do special work in the different departments of the normal school. The time spent in practice work during the year amounts to twenty-six weeks.

The object of this extra year's work is to meet the demand made by superintendents for graduates of more experience in teaching and greater practical knowledge of school work.

STATISTICS.

The statistics for the school year ending Aug. 31, 1903, are as follows:—

1. Number of students for the year, 153.
2. Number in entering classes: junior, 63; senior, 9; special, 9.
3. Number of graduates for the year, 55.
4. Total number of graduates, 206.
5. Whole number of students admitted since the opening of the school, 549.
6. Average age of pupils admitted, 18 years, 7 months.
7. Of the entering class, Middlesex County is represented by 11 towns, Essex County by 7 towns and Worcester County by 1 town. Lowell furnishes 33 pupils; Lawrence, 9; Haverhill, 4; Woburn, 4; Billerica, 3; Tewksbury, 4; Methuen, 3; Merrimac, 3; Andover, 2; North Andover, 2; and Salem, Burlington, Petersham, Dracut, Lit-

tleton, Somerville, Ayer, Winchester, Waltham, and Chelmsford, 1 each; Concord, N. H., 3; and Bristol, N. H., 1.

8. Occupations of pupils' fathers: merchants, 10; farmers, 9; laborers, 7; clerks, 6; machinists, 5; postmen, 2; policemen, 2; shoemakers, 2; agents, 2; carpenters, 2; blacksmiths, 2; engineers, 2; overseers, 2; lieutenant of police, 1; gardener, 1; bookkeeper, 1; inspector, 1; janitor, 1; teacher, 1; printer, 1; contractor, 1; liquor dealer, 1; floor walker, 1; currier, 1; baggage master, 1; bullet moulder, 1; superintendent, 1; not reported, 14.

GEORGE H. CONLEY,
KATE GANNETT WELLS,
Board of Visitors.

STATE NORMAL SCHOOL, NORTH ADAMS.

FRANK FULLER MURDOCK, PRINCIPAL.

INSTRUCTORS IN THE NORMAL DEPARTMENT.

FRANK F. MURDOCK,	Psychology, pedagogy.
ROLAND W. GUSS,	Science.
CHARLES H. STEARNS,	Manual training.
LYMAN R. ALLEN,	History, history of education, school laws, geography.
MARY A. PEARSON,	Drawing, painting.
ROSA E. SEARLE,	Mathematics, music.
MARY L. BARIGHT,	English, vocal expression.
ANNIE C. SKEELE,	Physiology, physical culture.

These teachers, excepting the principal, also teach and supervise in the training school.

INSTRUCTORS IN THE GRAMMAR AND PRIMARY DEPARTMENTS.

DONNA D. COUCH,	Principal.
School organization and management in the normal department.	
HARRIET P. RYDER,	Ninth grade.
ALTHEA E. HYDE,	Eighth grade.
HANNAH E. MAGENIS,	Seventh grade.
MARY L. PERLEY*,	Seventh grade.
HANNAH P. WATERMAN,	Sixth grade.
MAUD V. ELMER*,	Sixth grade.
AGNES E. WALKER,	Fifth grade.
EMILY D. STACY,	Fifth grade.
F. A. CLARKE,	Fourth grade.
JULIA W. SWIFT,	Fourth grade.
SUSAN G. LOMBARD,	Third grade.
SARAH E. BOWER,	Third grade.
EMMA H. TINGUE,	Second grade.
EDITH A. ROOT,	Second grade.
SUSAN A. CLEGHORN,	First grade.
JESSIE SIMONSON,	First grade.

INSTRUCTORS IN THE KINDERGARTEN DEPARTMENT.

EVA L. MCCONKEY,	Principal.
Kindergarten philosophy in the normal department.	
LILIAN S. DANIELS,	Assistant.
ANNIE BOYD,	Pianist.

Musical interpretation in all departments.

CHANGES IN TEACHERS.

The changes in teachers have been as follows: Mr. Stearns resigned during the summer vacation and removed to California to engage in business. Miss J. W. King resigned to accept

* The salary is paid wholly by the city.

work in the west, and is teaching in Helena, Mont. In her place is Miss Hyde, who came from the principalship of the normal training school at Castleton, Vt. Miss Ada B. Bragg resigned to be married, and Miss Julia W. Swift was transferred from the second grade. To the second grade came Miss E. A. Root from the training school at South Manchester, Conn.

COORDINATION OF NORMAL AND PRACTICE DEPARTMENTS.

Teachers in the normal departments are liable to over-emphasize scholarship and theory, and to fix into habits certain devices, both of these at the expense of a wiser understanding of the children to be taught and of their environment. Teachers in the training departments, from much repetition of limited portions of subjects, are prone to become set in their forms of instruction, to teach the subject instead of the children, to neglect broader scholarship and to decry theory, and to teach all children alike. To counteract this tendency it has been the practice since the opening of this school to have the instructors from the normal department not only supervise but also teach personally the several classes at the training school. At present all the teachers except the principal are thus engaged. Likewise the teachers in the training department give personal instruction along professional lines to classes of normal students, as well as to the individual students assigned to their several rooms. School organization and school management, penmanship, kindergarten philosophy and occupations are taught wholly by the principals of the grammar and kindergarten departments. Other training school teachers are regularly called upon to exemplify peculiar or typical forms of work of their respective grades. Some of the topics thus treated are as follows: adolescent conditions of pupils of the eighth and ninth grades; problematical children; the arithmetic of the lumber yard, the seventh grade; the ability of middle grades to comprehend the world as a whole; poetry for children and poetry about children; spelling methods and devices for primary grades; industrial arithmetic; modern applications of Froebel's principles in the kindergarten and primary grades.

All members of the faculty are expected to spend five days,

scattered through the year, in professional visitation. During 1898-99 other normal and training schools were visited, during 1900-02 chiefly graded schools were studied, and during the present year district schools are the special objects of attention. Written reports are made to the principal, and special talks upon the conditions found are given to the senior students.

The effects of these forms of participation in the labors of others have been an increase of mutual knowledge and respect for the personal qualities, scholarship, and professional ability of others, a greater faith and willingness to be mutually influenced in pedagogical matters, and a new estimate of the importance of teaching children rather than subjects. The coördination desired comes as a consequence of the new valuation of human difficulties.

The visitation of rural schools has proved the necessity of arranging for the establishment of a neighboring school as a "school of observation." Thirty or more students have graduated each year, and more than half have begun teaching in country schools. A school of observation can be maintained at a cost to the State not exceeding three hundred dollars per annum. It is recommended that such a school be established.

THE DORMITORY.

The erection of the dormitory has been attended by serious difficulties and complications, owing to conflicts of disagreeing unions, strikes, changes of contractors, unforeseen details in construction, and the necessity of furnishing for twenty more persons than were expected to occupy the dormitory this fall.

The dormitory, under severe efforts, was opened on time, and the family, instead of numbering about fifty the first year, numbered seventy-one the first week, causing the use of the sewing room and one hospital room as regular student rooms. The second week a new table was set for day students, so that the total family numbered more than eighty the second week.

The value of the dormitory was immediately in evidence, in the increased social and professional spirit, in the regularity of work, in maintenance of health, and equally valuable in the new and deeper interest of parents and friends in the school. The guest rooms have been in almost constant use, and, like

the social rooms, have more than realized our expectation of their need and value.

No money was specified for support of the dormitory in the annual appropriation for 1903, and in view of the emergencies of construction and of a large family, not all that was planned has been accomplished with the appropriation for construction.

The serious injury to all the buildings, due to the use of soft coal, has been repaired in part. The injury was found to be too severe to be met with the funds available, and much painting inside and outside remains to be done. It is recommended that a special appropriation to these several ends be asked of the Legislature during the ensuing session.

STATISTICS.

Statistics for the year ending Aug. 31, 1903, are as follows : —

1. Number admitted in September, 1902: regular courses 40, special courses 6, — all women. Whole number enrolled during the year, 116. Number of graduates, 32.

2. Average age of entering class, 19 years 11 months.

3. Whole number of students who have been members of the school, 340.

4. Number of students from Massachusetts: Berkshire County, 76; Bristol, 1; Franklin, 20; Hampshire, 4; Plymouth, 1; Worcester, 2; Maine, 1; Vermont, 4. Cities and towns represented: Massachusetts, 32; scattering, 4.

5. Occupations of parents: farmers, 32; merchants, 10; salesmen, 5; engravers, 4; mill workers, 4; foremen, 4; ministers, 3; dyers, 3; blacksmiths, 3; carpenters, 2; gardeners, 2; mechanics, 2; machinists, 2; hotel proprietors, 2; contractors, 3; plumber, painter, sketch maker, street railway employee, telegraph lineman, basket manufacturer, veterinary surgeon, mechanical engineer, millwright, engineer, harness maker, crossing watchman, shoemaker, book-keeper, teacher, each 1.

CLINTON Q. RICHMOND,
ALBERT E. WINSHIP,

Board of Visitors.

STATE NORMAL SCHOOL, SALEM.

WALTER P. BECKWITH, PRINCIPAL.

INSTRUCTORS IN THE NORMAL SCHOOL.

WALTER P. BECKWITH,	Theory and practice of teaching, history of education.
ELLEN M. DODGE,	English literature.
HARRIET L. MARTIN,	Geometry, algebra.
JESSIE P. LEAROYD,	Botany, English.
CHARLES E. ADAMS,	Chemistry, physics.
CHARLES F. WHITNEY,*	Drawing.
WILLIAM C. MOORE,*	Mineralogy, geology, geography.
M. ALICE WARREN,	Biology, physiology, physical training.
ISABELLA G. KNIGHT,	Library.
GERTRUDE B. GOLDSMITH,	Biology, psychology.
FANNIE B. DEANE (secretary),	History, English.
SARAH L. BAKER,*	Arithmetic, English literature.
HELEN H. ROGERS,*	Reading, physical training.
CASSIE L. PAINE,*	Critic.
FRED W. ARCHIBALD,*	Music.
ALICE M. KYLE,	Assistant in mineralogy.

INSTRUCTORS IN THE MODEL SCHOOLS.

MAUD S. WHEELER,	Fifth to eighth grades.
MABEL T. BURNHAM,	Fifth to eighth grades.
MAUDE M. BRICKETT,	Fifth to eighth grades.
BESSIE J. WELCH,	Fifth to eighth grades.
MABEL L. HOBBS,	Fourth grade.
MARY E. JAMES,	Third grade.
D. FRANCES CAMPBELL,	Second grade.
HELEN M. DILLINGHAM,	First grade.
LOUISE FARRINGTON,	Kindergarten.
HELEN L. GRAY,	Kindergarten (assistant).

STUDENTS AND GRADUATES.

The total enrolment of students was 235, of which number 214 were pursuing the usual elementary course. This number practically exhausts the accommodations of the school, and no material change seems to be desirable. At the end of the year 75 students received diplomas, and 9, certificates for the completion of a year's work. The students who received certificates were either college graduates, teachers of considerable experience or persons of much more maturity than those who enter the elementary course.

* These teachers also teach, or directly supervise portions of the teaching, in the model schools.

One of the most noticeable facts is the general success of the graduates in obtaining positions. At the present time the number of recent graduates who are not actually teaching is very small. Notwithstanding the large size of graduating classes from normal schools, it remains true that the demand for such graduates is not yet supplied. There does not seem to be the slightest danger of an over-production of trained teachers.

COURSE OF STUDY.

The only important change in the course of study has been the transfer of psychology from the senior to the junior year, and of United States history from the junior to the senior year.

CHANGES IN THE CORPS OF TEACHERS.

Several changes in the corps of teachers were made necessary at the end of the year. Miss Vesta H. Sawtelle, who had been successful in a marked degree as instructor in music, was succeeded by Mr. Fred W. Archibald, who has had a long and varied experience as a supervisor of that branch in several towns, and recently as instructor in the Framingham State Normal School. Miss Cassie L. Paine, who had taught the fourth grade in the model schools for three years, was appointed critic teacher, and takes charge of the work of the seniors in the model schools. Miss Bessie P. Knight, special assistant last year, was succeeded by Miss Alice M. Kyle, a graduate of this school, and for three years a teacher in Everett. Miss Mabel L. Hobbs was transferred to the fourth grade in the model schools. Miss Bessie J. Welch, a graduate of the Framingham State Normal School, was appointed a teacher and assigned to the fifth grade.

MODEL SCHOOLS.

The opening of an additional room has completed the system of model schools, and it is intended that in them, as now organized, including the kindergarten, the necessary preparatory work for admission to the Salem high school shall be completed. A small class received diplomas of graduation last summer, and have entered the high school. The plan of work as heretofore outlined has been continued, about half of it in

the grammar grades being done on the departmental plan, with the assistance and coöperation of normal school instructors. Considerable progress has been made in coördinating the work of the normal and model schools; and in this respect, as in others, much is expected from the appointment of the critic teacher. The model schools continue to be popular in the community, and many requests for the admission of pupils to them have necessarily been refused on account of a lack of room. This matter is controlled by the local school committee, who have always manifested the greatest interest and courtesy.

IMPROVEMENTS AND GIFTS.

During the summer the work provided for by the special appropriation allowed by the Legislature of 1903 was successfully completed. Additional storage room for coal to the amount of one hundred tons was provided, and the interior walls of the building were painted. The general effect is pleasing, and reflects much credit on the architect who arranged the scheme of color, and on the contractor who carried it out. During the year many additions have been made to the beauty of the building by gifts of pictures and other decorations, and thus the indebtedness of the school to its former students, its recent graduates and the parents of children who are taught here, is annually increasing.

SEMI-CENTENNIAL.

Another year will complete the first half-century of the school. During these fifty years almost five thousand persons have been numbered among its students. Of the service which these persons have rendered the Commonwealth it is not presumptuous to say that it has been great and worthy. Arrangements are already in process for the suitable commemoration of the semi-centennial.

STATISTICS.

1. The entire number of students belonging to the school during the year was 235. Of this number, Essex County sent 138; Middlesex, 76; Suffolk, 14. The State of Maine sent 1, Vermont, 3, New Hampshire, 2, Washington, 1. The whole number of students connected with the school since its opening in September, 1854, is 4,976.

2. The number of students admitted to the school was 124, of whom 111 were members of the junior class. Of the juniors, 4 had had experience in teaching. Of the number admitted, Lynn sent 15; Salem and Somerville, 11 each; Gloucester and Malden, 7 each; Beverly, Cambridge and Chelsea, 5 each; Arlington, 4; Peabody, Danvers, Melrose, Marblehead, Swampscott, Stoneham and Wakefield, 3 each; Boston, Haverhill, Medford, Amesbury, Newburyport, Waltham, Wenham and North Andover, 2 each; Ipswich, Revere, Woburn, Reading, Rockport, Groveland, Nahant, Lowell, Middleton and Hamilton, 1 each. The State of Washington sent 1, Maine 1, Vermont 3, New Hampshire 2. The average age of the juniors was 19 years, 1.7 months.

3. The occupations of the fathers of the new students were as follows: merchants and salesmen, 29; mechanics, 27; farmers, 17; foremen and superintendents, 14; manufacturers, 3; laborers, 5; railroad employees, 6; book-keepers and clerks, 4; public officials, 4; clergymen, 3; literary pursuits, 3; physicians, 2; teacher, engineer, lawyer, soldier, 1 each; unknown, 1; no occupation, 2.

4. The number of graduates from the elementary course, June 24, 1903, was 75. Certificates for one year's special course were awarded to 9. The total number of graduates, in 89 classes, is 2,613; the number of those receiving certificates for one year's special course, 28.

ELMER H. CAPEN,
GEORGE I. ALDRICH,
Board of Visitors.

STATE NORMAL SCHOOL, WESTFIELD.

CLARENCE A. BRODEUR, PRINCIPAL.

INSTRUCTORS IN THE NORMAL SCHOOL.

CLARENCE A. BRODEUR,	School law, school economy and principles of teaching.
CHARLES B. WILSON,	Natural science.
WILL S. MONROE,	Psychology, history of education and geography.
LOUIS B. ALLYN,	Arithmetic, physics and chemistry.
STERRIE A. WEAVER,	Vocal music.
Mrs. ADELINE A. KNIGHT,	English and history.
EDITH S. COPELAND,	Drawing.
EDITH L. CUMMINGS,	Manual training and gymnastics.

INSTRUCTORS IN THE TRAINING SCHOOL.

GEORGE W. WINSLOW,	Principal.
ALICE M. WINSLOW,	Ninth grade.
M. HARRIET DAY,	Ninth grade.
ANNA M. DOWNEY,	Eighth grade.
MARION R. WINKLEY,	Eighth grade.
LUCIA A. COLEMAN,	Seventh grade.
ELLA J. DOWNEY,	Seventh grade.
EDITH M. ROBBINS,	Sixth grade.
FRANCES L. PARSONS,	Sixth grade.
E. ABBE CLARK,	Fifth grade.
FLORENCE S. WILEY,	Fourth grade.
FRANCES L. FOSTER,	Third grade.
FLORENCE P. AXTELLE,	Second grade.
EUNICE M. BEEBE,	First grade.
EMMA L. HAMMOND,	Kindergarten.

IN GENERAL.

During the year there has been no change in the teaching force of the school, except that at the beginning of the year the instructor in drawing was given leave of absence for the year. An excellent substitute was secured, however, and the department has been ably managed. There has been no change in the general plans, the work receiving only such special modifications as experience seemed to warrant. The earnest work of skilled teachers has secured for a large body of faithful students a year of profitable study in preparation for the difficult work of teaching.

THE NEW DORMITORY.

The completion of the new dormitory is the event of the year, so far as the Westfield school is concerned. The old dormitory had served the school long and well. It is true that the location was in many ways satisfactory, but the foundation was defective, the roof called for repairs, the rooms were many of them small, and in other ways the building was poorly adapted for its purpose. The selection of a location for the new building was a matter of the most careful consideration. The choice was a lot adjoining the school campus, as this was the best location for the new dormitory, and by the purchase of this lot the school grounds would be greatly improved. The building is of light, mottled brick, with sandstone trimmings, finely arranged, and one of the handsomest public buildings in the State. The rooms are arranged in suites of three rooms each, and with the living rooms the dormitory will accommodate some 80 pupils. The dormitory has been named "Dickinson Hall," in honor of John W. Dickinson, one of the most successful principals of this school, for a long time secretary of the Board of Education, a clear thinker, and one of the ablest of Massachusetts educators. It was opened last September. For the successful completion of this building, most fit and homelike in all its appointments, the State is very largely indebted to the acting secretary of the Board, Mr. C. B. Tillinghast.

STATISTICS.

1. Number of pupils admitted to the Westfield Normal School since its organization, 4,559; number graduated since 1855, 1,807; number graduated in June, 1903, 52 women; present number of pupils, 121. Number examined for admission in 1903, 71; number rejected or who did not enter, 9; number entering in September, 1903, 62.

2. Average age of pupils admitted in 1903, 19 years, 3 months, 8 days.

3. Residences, by States and counties, of those who entered in September, 1903: Berkshire County, 5; Franklin County, 3; Hampden County, 41; Hampshire County, 7; Norfolk County, 2; Worcester County, 4; total number, 62.

4. Residences, by towns, of those who entered in September,

1903: Barre, 2; Belchertown, 1; Chester, 1; Chicopee, 3; East Longmeadow, 2; Fitchburg, 1; Franklin, 2; Easthampton, 3; Hatfield, 1; Holyoke, 11; Huntington, 1; Lenox, 1; Monson, 1; Middlefield, 1; Palmer, 3; Pittsfield, 3; Sheffield, 1; Springfield, 14; Sunderland, 1; Southwick, 1; Warren, 1; Westfield, 3; West Springfield, 1; Whately, 2; Williamsburg, 1; total number, 62.

5. Occupations of parents: clergymen, 2; clerks, 3; farmers, 15; laborers, 6; mechanics and machinists, 14; merchants and traders, 6; eight other occupations, 1 each.

JOEL D. MILLER,

CLINTON Q. RICHMOND,

Board of Visitors.

STATE NORMAL SCHOOL, WORCESTER.

E. HARLOW RUSSELL, PRINCIPAL.

INSTRUCTORS.

E. HARLOW RUSSELL,	Theory and art of teaching, reading, psychology of childhood.
REBECCA JONES,	Elementary methods, supervision of apprentices, sewing, cooking.
CHARLES F. ADAMS,*	Arithmetic, geography, geology, physics.
HELEN F. MARSH,	Music, drawing.
ARABELLA H. TUCKER (clerk),	History of education, botany, penmanship.
OLIVE RUSSELL,	Assistant kindergartner.
ANNA P. SMITH (librarian),	Arithmetic, algebra, geometry, supervision of apprentices.
AMY L. BOYDEN,	Teacher of primary class, elementary methods.
HENRIETTA A. MURRAY,	Gymnastics, school games.
FRANK DREW,	Physiology, psychology, principles of teaching, nature study.
HORACE G. BROWN,	Literature, English grammar, history, composition.
EDWARD L. SUMNER,	Choral singing.
ANNIE B. CHAPMAN,*	United States history, supervision of apprentices.
ROBERT S. BALDWIN,	Civil government, English.
FANNIE L. PLIMPTON,	Head kindergartner.
LEE RUSSELL,	Supervision of apprentices, chemistry, mineralogy.

Ample facilities for observation and practice (apprenticeship) are afforded in the public schools of Worcester, the Memorial Hospital and the Worcester County Truant School at Oakdale.

DEATH OF MR. STODDARD.

On September 25 occurred the sudden death of the Hon. Elijah B. Stoddard, who had served as chairman of the Board of Visitors for about twenty-five years, and had handed diplomas to almost one thousand graduates of the school. At the next assembling of the school the following memorial was unanimously adopted by a rising vote:—

We, the teachers and students of the State Normal School at Worcester, desire to express our sense of the great loss which we

* Resigned.

have sustained in the death of our friend, the Hon. Elijah B. Stoddard, member of the State Board of Education, and chairman of the Board of Visitors for this school.

For almost twenty-five years Colonel Stoddard has faithfully served the interests of public education in this Commonwealth, and he has devoted to this school in unstinted measure his valuable time, and has given to it the benefit of his wise counsels, his firm support, and his generous encouragement.

He has devised and carried through most of the enlargements and improvements in the buildings and grounds that have marked the history of the institution, and has lent ready countenance and sympathy to every feature of value in the development of the character and spirit of the school from year to year. He has seemed like a personal friend to every teacher and every student.

We deeply mourn his loss, but we shall ever remember with gratitude his long service, his efficient executive ability, his manly presence and his unfailing courtesy and kindness to all.

We further desire most respectfully to tender to his afflicted family our heartfelt sympathy in their great bereavement.

THE FACULTY.

The school sustained a serious loss at the beginning of the present academic year in the resignation of two valued members of the teaching staff. Mr. Charles F. Adams had been a member of the faculty for twenty-nine years, and was a most faithful, efficient, and popular teacher. A studious man, of extensive and varied acquirements and practical ability, he devoted his time and talents in liberal measure to his profession, a service that was highly appreciated by his fellow teachers and by those who enjoyed the privilege of his instruction.

Miss Annie B. Chapman, for three years the accomplished teacher of history, and a supervisor of apprentices, received an offer with which the school could not compete. An unusually thorough and accurate scholar in her subject, Miss Chapman's faithful and intelligent service, though not of long continuance, will be gratefully remembered by all with whom she was associated in the school.

The work thus dropped has been distributed, temporarily, among the other members of the staff. Adequate provision will be made promptly to relieve such teachers as are found to be overburdened by this arrangement.

FORTY-EIGHTH CLASS OF GRADUATES.

Of the last class of graduates (June, 1903), thirty-eight in number, a larger proportion had been engaged to teach before receiving their diplomas, and a larger proportion are now (October) engaged in teaching, than ever before in the history of the school. This means that the demand for the graduates of this school is constantly increasing, and this has in fact been true for many years.

THE ENTERING CLASS.

The class admitted in September, though somewhat smaller than usual in numbers, appears to be of distinctly higher grade as to fitness for normal school work, both as regards natural ability and proper preparation. The higher standard now required for admission seems to have operated in a good degree to deter the unfit from presenting themselves as candidates.

STATISTICS.

1. Number of different students for the year 1902-03, 170.
2. Number admitted in September, 1903, 38; number admitted since the opening of the school in 1874, 1,825.
3. Average age of pupils last admitted, 18 years, 7 months.
4. Residences of pupils last admitted, Worcester County, 38.
5. Occupations of pupils' parents: mechanics, 10; farmers, 7; foremen, 6; merchants, 3; clerks, 2; driver, express messenger, insurance agent, laborer, policeman, operative, manufacturer, car inspector, real estate dealer, gardener, 1 each; total, 38.
6. Number in the graduating class, June, 1903, 38; number of graduates since 1876, 1,051.
7. Average age of the last graduating class, June, 1903, 22 years.
8. Library: reference books reported last year, 6,222; volumes added the present year, 247; total, 6,469. Text-books reported last year, 7,354; volumes added the present year, 181; total, 7,535. Whole number of volumes in the library, 14,004.

ELMER H. CAPEN,
ALBERT E. WINSHIP,
Board of Visitors.

STATE NORMAL ART SCHOOL, BOSTON.

GEORGE H. BARTLETT, PRINCIPAL.

INSTRUCTORS.

GEORGE H. BARTLETT,	Lecturer on historic ornament, principles of design in nature, drawing for illustration, process engraving, blackboard illustration.
ALBERT H. MUNSELL,	Drawing and painting from the antique figure and living model, composition, artistic anatomy.
EDWARD W. D. HAMILTON,	} Drawing and painting from the antique figure and living model, composition.
ERNEST L. MAJOR,	
JOSEPH DE CAMP,	Painting from the living model, portraiture.
ANSON K. CROSS,	} Free-hand drawing, light and shade, perspective, model drawing, theory.
RICHARD ANDREW,	
MERCY A. BAILEY,	Light and shade drawing from animal form, water-color painting from still life.
VESPER L. GEORGE,	Design, free-hand drawing, light and shade.
LAURIN H. MARTIN,	Applied design, laboratory work.
GEORGE JEPSON,	Descriptive geometry, mechanical drawing and shop work.
CYRUS E. DALLIN,	Modeling from antique and life, composition.
ANNIE E. BLAKE,	Modeling and casting, design in the round.
RALPH E. SAWYER,	Building construction, architectural drawing and design.
MARY G. BATCHELOR,	Teaching exercises, graded illustrative work, drawing in relation to other studies.
JOHN L. FRISBIE,	Ship draughting.

WRITTEN EXAMINATIONS.

A new departure in the history of the school was instituted in September by adding to the usual examination in drawing written examinations in English grammar and literature, in history and civic government of Massachusetts and the United States, and in elementary botany and physiology. Not merely has the standard of the school thereby been raised, but candidates for admission now recognize that to the special qualifications of an instructor in drawing must also be added at least an elementary knowledge of other branches, as a general all-round education is essential to any teacher of drawing. Notwithstanding the extra preparation that was thus required, the entering class was larger than ever before.

COURSES OF STUDY.

The curriculum of the school has been divided into five elective courses, with four years allotted to each. Only those who graduate from the fifth course, which deals with the teaching of drawing in the public schools and the methods of supervision, are considered as fully eligible for teachers in the public schools.

A valuable course of twelve lectures on the "History and Principles of Education" is being given to the whole school by Mr. Will S. Monroe, instructor in psychology at the Westfield State Normal School. Each pupil, graduating from any one of the five courses, is required to pass an examination in these subjects.

In the report of 1903 the need of an additional teacher of high merit for Class B was stated. Such an instructor was found in Mr. Joseph De Camp, who now gives two full days to the school, and who receives into his class advanced pupils. Already this arrangement has acted as a strong incentive to other classes.

SATURDAYS AND SPECIAL STUDENTS.

The school is in session on Saturdays instead of on Mondays, as heretofore, thereby enabling many teachers elsewhere and many graduates of the school to return to it for special advantages, some of them entering for a year's consecutive work. There are now forty-six special students at the school, who, by reason of their greater experience, ability and zeal, add materially to the art impulse and steady discipline of the courses; for it should always be remembered that the building is not a segregation of separate studios, but an organized, constructive school.

MANUAL TRAINING.

The school is constantly compelled to enlarge its courses of studies, if only to keep abreast with the increasing demands made upon teachers. A knowledge of manual training has become part of the equipment often demanded of a teacher of drawing, and last summer some of the graduates of June were obliged to take an elementary course in it, in order to obtain

positions as teachers. Therefore, with January 1, a course in manual training will begin in what is now the bicycle room of the school, and will admirably supplement the shop work and that in arts and crafts already required.

EXHIBIT OF THE SCHOOL.

Even a short report for the year should include a reference to the exhibit of the school when the National Educational Association met in Boston last July. As this is the only State school in the capital city of Massachusetts, it felt called upon to do its utmost to further art instruction in the public schools. Its exhibit occupied the large lecture hall and an adjoining room, and ranged from the primary to the high school grades. Machine drawings, groups in composition, work in various mediums, including the human figure, modeling, architectural sketches, etc., were so arranged as to show the progressive courses of instruction. Three times daily during the convention, Mr. Bartlett lectured on the exhibit, emphasizing its logical sequences, and the requirement of the school, that, before any pupil is allowed to take up the pedagogical side of instruction, he must have had a thorough academic training, and sufficient time to have acquired ability in giving graphic expression to the principles contained in art instruction.

More than ten thousand persons visited the exhibit. A correspondence of some thirteen hundred letters, with positions secured to many graduates, was its working result. Mr. Bartlett was constantly at the school from the time it closed for the summer vacation until nearly the first of August, and to his inspiring energy was due the success of the exhibition.

STATISTICS.

The statistics for the school from Sept. 22, 1902, to June 18, 1903, are as follows:—

1. Total number of students, 337, — males, 74; females, 263. Number in attendance at the present time (Nov. 18, 1903), 331.
2. Average age of students, 22.5 years.
3. Graduates in June, 1903: public school class, 25; class in mechanical drawing, 10; class in industrial drawing, 15; total, 50.
4. Appointments since Oct. 1, 1902, of past pupils to be teachers

and supervisors of drawing which have been reported to date (Nov. 18, 1903), 37.

5. Number of students from the several counties of the State, 1902-1903: Barnstable, 2; Berkshire, 6; Bristol, 5; Essex, 35; Franklin, 2; Hampden, 4; Hampshire, 1; Middlesex, 92; Norfolk, 17; Nantucket, 1; Plymouth, 12; Suffolk, 126; Worcester, 20.

Students from other States are distributed as follows: Maine, 2; New Hampshire, 1; Vermont, 2; Connecticut, 4; New York, 1; Pennsylvania, 1; Illinois, 1; Minnesota, 1; Michigan, 1.

6. Occupations of fathers of students, 1902-1903: professions, 16; insurance, 3; manufacturers, 13; contractors and builders, 13; merchants and traders, 33; farmers, 16; teachers, 2; mechanics, 23; commercial business, 17; other callings, 108; total, 244. Deceased, 78; retired, 15; total, 337.

KATE GANNETT WELLS,
GEORGE H. CONLEY,
ALBERT E. WINSHIP,

Board of Visitors.

SIXTY-SEVENTH ANNUAL REPORT

OF THE

SECRETARY OF THE BOARD.

SECRETARY'S REPORT.

To the Board of Education.

The sixty-seventh report of the office of the secretary is herewith respectfully submitted.

SUMMARY OF STATISTICS FOR 1902-1903.

I. Number of Public Day Schools.

1. Number of towns, 320; cities, 33. Total, 353.
All have made the annual returns required by law.
2. Number of public schools, the unit of comparison being a single school which has one head or principal, whatever the number of subordinate teachers, 4,289
Decrease from the preceding year, 16
3. Number of public schools based on the single class room as the unit of comparison, 11,235
Increase over the preceding year, 218

II. Number of Months the Public Schools have been kept.

1. Aggregate number of months (twenty school days each) all the public schools have been kept during the year, . . . 104,639 $\frac{9}{20}$
Increase, 1,658 $\frac{14}{20}$
2. Average number of months the public schools have been kept during the year, 9 $\frac{9}{20}$
Increase, 0
3. Aggregate number of months the high schools have been kept during the year, 2,510 $\frac{11}{20}$
Decrease, 7 $\frac{15}{20}$
4. Average number of months the high schools have been kept during the year, 9 $\frac{9}{20}$
Decrease, $\frac{3}{20}$

III. School Census Data.

1. Number of persons in the State Sept. 1, 1902, between the ages of seven and fourteen years: males, 175,153; females, 177,058; total, 352,211
Increase in the total, 10,877

- | | |
|---|---------|
| 2. Number of persons in the State Sept. 1, 1902, between the ages of five and fifteen years: males, 246,714; females, 248,552; total, | 495,266 |
| Increase in the total, | 12,163 |
| 3. Number of illiterate minors in the State Sept. 1, 1902, over fourteen years of age: males, 3,250; females, 2,764; total, | 6,014 |
| Increase in the total, | 868 |

IV. Public School Enrolment and Attendance Data.

- | | |
|---|---------|
| 1. Number of pupils between seven and fourteen years of age attending the public schools during the year 1902-1903, | 307,661 |
| Increase, | 8,596 |
| 2. Number of different pupils between five and fifteen years of age attending the public schools during the year 1902-1903, | 430,396 |
| Increase, | 10,088 |
| 3. Number of pupils under five years of age attending the public schools during the year 1902-1903, | 11,184 |
| Decrease, | 89 |
| 4. Number of pupils over fifteen years of age attending the public schools during the year 1902-1903, | 43,903 |
| Increase, | 1,250 |
| 5. Total enrolment of pupils of all ages in the public schools during the year 1902-1903, | 485,483 |
| Increase, | 11,249 |
| 6. Average membership of pupils in all the public schools during the year 1902-1903, | 423,803 |
| Increase, | 8,270 |
| 7. Average attendance in all the public schools during the year 1902-1903, | 388,616 |
| Increase, | 8,590 |
| 8. Percentage of attendance based on the average membership, | .92 |
| 9. Percentage of attendance based on the total enrolment, | .80 |

V. Public School Teachers and their Wages.

- | | |
|---|--------|
| 1. Number of men employed as teachers in the public schools during the year, | 1,273 |
| Increase, | 33 |
| 2. Number of women employed as teachers in the public schools during the year, | 13,026 |
| Increase, | 361 |
| 3. Number of different teachers employed in the public schools during the year, | 14,299 |
| Increase, | 394 |
| 4. Number of teachers required by the public schools, | 13,208 |
| Increase, | 315 |
| 5. Number of teachers who have attended normal schools, | 6,922 |
| Increase, | 424 |

6. Number of teachers who have graduated from normal schools,	5,931
Increase,	480
7. Average wages of male teachers per month in the public schools,	\$145 27
Increase,	\$1 94
8. Average wages of female teachers per month in the public schools,	\$54 61
Increase,	\$1 24

VI. *Public High Schools.*

1. Number of public high schools,	263
Increase,	3
2. Number of teachers in the high schools,	1,685
Increase,	93
3. Number of pupils in the high schools,	42,045
Increase,	1,793
4. Amount of salaries paid to high school principals, . . .	\$391,512 33
Increase,	\$11,883 10

VII. *Public Evening Schools.*

1. Number of cities and towns having public evening schools,	54
Decrease,	2
2. Number of evening schools based on the single class room as the unit of comparison,	958
Increase,	41
3. Number of teachers,	1,523
Increase,	106
4. Number of different pupils in attendance: males, 25,403; females, 13,782; total,	39,185
Increase in total,	3,398
5. Average attendance,	22,328
Increase,	2,684
6. Expended upon evening schools,	\$253,362 58
Increase,	\$17,267 37

VIII. *Public Kindergartens.*

1. Number of towns and cities having public kindergartens,	38
Increase,	3
2. Number of public kindergartens,	246
Increase,	12
3. Number of teachers,	459
Increase,	20
4. Number of pupils,	15,392
Increase,	1,227

IX. Cost of the Public Schools for Support.

- A.* Total expenditure for the *support* of the public schools, \$12,006,415 09
 Increase, \$316,345 85
 This expenditure is distributed among the following
 classes indicated in the statutory definition of sup-
 port: —
1. Teachers' wages, \$8,875,215 20
 Increase, \$303,466 58
 2. Conveyance of pupils, \$178,297 64
 Increase, \$12,700 73
 3. Fuel and care of school premises, . . \$1,429,859 20
 Decrease, \$36,888 10
 4. School committees, clerks, truant offi-
 cers, etc., \$158,283 36
 Decrease, \$8,505 58
 5. Superintendents of schools, \$322,689 85
 Increase, \$18,939 66
 6. Text-books and supplies, \$669,549 44
 Increase, \$6,960 68
 7. School sundries, \$372,520 40
 Increase, \$19,171 07
- B.* Amount included in the total expenditure for *support* as
 given under *IX., A.*, but derived from other sources than
 local taxation or its equivalent, such as aid from the
 State, income from local funds, voluntary contributions,
 etc., \$437,037 97
 Decrease, \$18,581 05
- C.* Amount raised by *local taxation* and expended for the *sup-
 port* of public schools, being the total expenditure for
 such support as given under *IX., A.*, diminished by con-
 tributions for such support from other sources than local
 taxation as given under *IX., B.*, \$11,569,377 12
 Increase, \$334,926 99

X. Cost of the Public Schools for Buildings.

- A.* Total expenditure for *buildings* for the public schools, \$3,163,655 39
 Decrease, \$278,407 94
 This expenditure is distributed as follows: —
1. New schoolhouses, \$2,133,936 32
 Decrease, \$369,474 05
 2. Alterations and permanent improve-
 ments, \$679,594 51
 Increase, \$117,412 17
 3. Ordinary repairs, \$350,124 56
 Decrease, \$26,346 06

<i>B.</i> Amount included in the total expenditure for <i>buildings</i> for the public schools as given under <i>X</i> , <i>A</i> , but derived from other sources than local taxation or its equivalent,		\$30,589 91
Decrease,		\$23,269 40
<i>C.</i> Amount raised by <i>local taxation</i> and expended for <i>buildings</i> , being the total expenditure for buildings as given under <i>X</i> , <i>A</i> , diminished by contributions for buildings from other sources than local taxation as given under <i>X</i> , <i>B</i> ,		\$3,132,065 48
Decrease,		\$255,138 54

XI. Total Cost of the Public Schools for Support and Buildings.

1. Total expenditure for <i>support</i> and <i>buildings</i> , for the public schools, that is, for all public school purposes,		\$15,170,070 48
Increase,		\$37,937 10
2. Amount included in the total expenditure for <i>support</i> and <i>buildings</i> as given under <i>IX</i> , <i>A</i> , and <i>X</i> , <i>A</i> , but derived from other sources than local taxation or its equivalent,		\$467,627 88
Decrease,		\$41,851 35
3. Amount raised by <i>local taxation</i> and expended for <i>support</i> and <i>buildings</i> , being the total expenditure for these purposes as given under <i>IX</i> , <i>A</i> , and <i>X</i> , <i>A</i> , diminished by contributions thereto from other sources than local taxation or its equivalent, as given under <i>IX</i> , <i>B</i> , and <i>X</i> , <i>B</i> ,		\$14,702,442 60
Increase,		\$79,788 45

XII. Cost of the Public Schools per Child.

1. Average <i>taxation</i> cost of the public schools for <i>support</i> (<i>IX</i> , <i>C</i>) for each child in the State between the ages of five and fifteen years (<i>III</i> , 2),		\$23 36
Increase,		\$0 11
2. Average <i>taxation</i> cost of the public schools for <i>support</i> (<i>IX</i> , <i>C</i>) for each child in the average membership of the public schools (<i>IV</i> , 6),		\$27 30
Increase,		\$0 26
3. Average <i>taxation</i> cost of the public schools for <i>support</i> and <i>buildings</i> , that is, for all school purposes (<i>XI</i> , 3), for each child in the State between the ages of five and fifteen years (<i>III</i> , 2),		\$29 69
Decrease,		\$0 59
4. Average <i>taxation</i> cost of the public schools for <i>support</i> and <i>buildings</i> , that is, for all school purposes (<i>XI</i> , 3), for each child in the average membership of the public schools (<i>IV</i> , 6),		\$34 69
Decrease,		\$0 50

5. Average expenditure on account of the public schools for *support* and *buildings*, including *voluntary contributions* as well as money raised by *taxation* (XI., 1), for each child in the State between five and fifteen years of age (III., 2), \$30 63
 Decrease, \$0 69
6. Average expenditure on account of public schools for *support* and *buildings*, including *voluntary contributions* as well as money raised by *taxation* (XI., 1), for each child in the average membership of the public schools (IV., 6), \$35 80
 Decrease, \$0 62

XIII. Percentage of State Valuation expended for Public School Purposes.

1. Percentage of the total State valuation (May 1, 1902) raised by *local taxation* and expended for the *support* of the public schools (IX., C), $.003\frac{7}{100}$ or \$3.71 per \$1,000
 Increase, $.000\frac{1}{100}$ or \$0.01 per \$1,000
2. Percentage of the total State valuation (May 1, 1902) raised by *local taxation* and expended on the public schools for *support* and *buildings* (XI., 3), $.004\frac{7}{100}$ or \$4.72 per \$1,000
 Decrease, $.000\frac{1}{100}$ or \$0.10 per \$1,000

XIV. Academies and Private Schools.

1. Number of incorporated academies, 48
 Increase, 2
2. Whole number of pupils in the academies for the year, 7,030
 Increase, 153
3. Amount of tuition paid in the academies during the year, . . . \$474,226 89
 Increase, \$25,278 60
 Number of private schools returned, 357
 Increase, 5
5. Whole number of pupils in the private schools during the year, 85,495
 Increase, 5,035
6. Amount of tuition paid in private schools (much of it estimated), \$779,511 41
 Increase, \$101,501 41

NUMBER OF PUBLIC SCHOOLS.

The fact that the number of schools having one head or principal has been gradually decreasing for several years, and that this year the number of such schools is 19 less than last year, seems to indicate that the consolidation of schools is still going on, — an indication confirmed by the continued increase

of expenditures reported for the conveyance of pupils. The fact that there has been an increase in the number of class rooms during the year can be accounted for in part by the marked increase of school population in some of the cities and large towns, and in part by the reduction in some places of the number of pupils to a teacher. The extent to which this reduction has been made in twenty years is shown by the fact that, in spite of the great reduction of small rural schools in that time, the average number of pupils to a teacher has since 1883 been reduced from 36 to 32.

LENGTH OF SCHOOL YEAR.

Fifty years ago the average length of the school year was seven months and fourteen days. This average gradually increased, until it reached in 1894 nine months and six days. Since that time the length of schooling reported has varied but little, the highest average being in the year 1899–1900, when it was nine months and nine days. This year the average length of the school year has been nine months and six days, which is considerably in excess of the time required by law, — thirty-two weeks.

The following towns report lengths of schooling less than thirty-two weeks:—

Charlton, . . . 7 mos., 12 days.	Otis, . . . 7 mos., - days.
Conway, . . . 7 mos., 12 days.	Peru, . . . 7 mos., 19 days.
Florida, . . . 7 mos., 3 days.	Rehoboth, . . . 7 mos., 18 days.
Hawley, . . . 7 mos., 13 days.	Rowe, . . . 7 mos., 12 days.
Heath, . . . 7 mos., 18 days.	Savoy, . . . 7 mos., 16 days.
Monterey, . . . 7 mos., 16 days.	Tolland, . . . 7 mos., 15 days.
New Salem, . . . 7 mos., 5 days.	

By the provisions of chapter 42 of the Revised Laws, seven of these towns, viz., Florida, Hawley, Heath, Peru, Rowe, Savoy and Tolland, may, with the consent of the Board of Education, reduce their school year to twenty-eight weeks. Only two of these towns—Rowe and Savoy—asked such permission, and then only in relation to one or two schools. These requests were granted, but the reduction of time in these schools would not bring the average of all the schools of the towns to the length of time reported, provided the other schools were kept thirty-two weeks. It may be assumed,

therefore, that all the above-named towns violated the law in respect to the length of time which the schools are required to be kept. A strict interpretation of the law would deprive these towns of their share of the school fund, — an interpretation which it may seem wise to make in the future. It may be said that, in the case of five or six of the towns named, the deficiency is so slight as to make but little difference; but the slightness of the deficiency only indicates the extent of effort needed to obey the law.

The average number of months the high schools have been kept during the year is nine and a half, — a decrease from the previous year of three days. Attention is called to the fact that the high schools are required by law to be kept in certain towns “for at least forty weeks, exclusive of vacations,” in each year; and to another fact, that the school fund shall be withheld from all such towns entitled to it which have not maintained a high school “thirty-six weeks during the year.” Here seem to be indicated two standards of time during which towns are required to maintain a high school, — one standard for all the towns having five hundred families, and another for a portion of them. The only other explanation of the incongruity would be that certain towns are excused from complying with the law to the extent of four weeks. But the most serious circumstance connected with the present law is the fact that, out of 263 high schools, 185 are reported as failing to comply with the forty-weeks requirement, while 12 of them are reported as having been kept less than thirty-six weeks. In view of the fact that so many towns find it impossible or difficult to comply with the law, and to the further fact that colleges and academies have a shorter year than is now prescribed for high schools, it seems but just that the minimum legal limit of the school year for all high schools shall be thirty-six or thirty-eight weeks, and that some penalty shall be imposed upon those towns which do not comply with the law. But it should be considered that children living in towns of less than five hundred families are entitled to free tuition in an approved high school, either of the town in which they live or of another town, and that therefore equal privileges as to time should be afforded them.

ILLITERATE MINORS.

The reported increase of 958 in the number of illiterate minors over fourteen years of age has little significance beyond the fact that at a given time, September 1, there was an unusual number of persons who had not had the opportunity in day or evening schools to conform to the requirement, — to “read at sight and write legibly simple sentences in the English language.” As the law is operative mainly in manufacturing cities and towns, and as there has been an increased number of pupils attending evening schools in these places during the year, the presumption is that the law requiring illiterate minors to attend a day or evening school is being generally complied with.

It is not unlikely that the increase of illiterate minors reported this year is but the correction of an error made last year, when a decrease of over 1,000 was reported. It is very difficult at best to obtain an accurate count of this class of persons, and errors are to be expected. These errors, however, are likely to be corrected in a series of returns, so that an average of the returns for several years will give a fairly accurate count for each year. The average number of illiterate minors during the past four years is 5,723, which may fairly represent the number of minors in the State, at the present rate of immigration, who, on the first day of September, would be classed as illiterate. The number would be likely to be much less if the census were taken on the first day of March, or soon after the close of the session of the evening schools.

Some complaint is heard of the burden imposed upon illiterate minors who are forced under the present law to attend an evening school while such a school is maintained. Some relief might be afforded by an amendment to the present law, by which the law would be operative only upon minors between fourteen and eighteen years of age.

PUBLIC SCHOOL ENROLMENT.

The increase in the enrolment of pupils during the year between seven and fourteen years of age is 8,596, while the increase in the census of children of the same age September 1 is reported as 10,877. This relative falling off in public school attendance is doubtless due to the increased attendance of pupils in private schools, — an inference supported by the returns, in which it appears that the entire increase in the attendance of pupils in private schools is a little over 5,000.

The consolidation of small schools is likely in most cases to result in an increase of the number of pupils to a teacher. It is, however, gratifying to note that, while the average number of pupils to a teacher does not vary much from year to year, the tendency appears to be to lessen the number. An average of 32 pupils to a teacher is far too great as long as there are so many teachers who have less than 15 pupils, for it means that there is a large proportion of teachers who are obliged to care for over 50 pupils. The best conditions would keep the maximum number for a teacher about what the average number now is.

The decrease in 1901 in the number of pupils under five years of age was in the last report attributed to a "slight check in the kindergarten movement." The continued decrease this year of such pupils cannot be attributed to the same cause, inasmuch as the number of children attending the public kindergarten is much larger than it was last year. The reason for the reduced number of this class of children may be due to a firmer conviction on the part of school authorities that the formal work of the school should not be begun so early. Educators are even questioning seriously whether much of the formal work now quite commonly done by children of five years of age should not be postponed at least a year. An ideal system might offer the kindergarten for children below the age of five years, and the sub-primary or connecting class for children between the ages of five and six, followed by an elementary school course of eight years and a high school course of four or five years. Such a plan would agree in part at least with the practice in other parts of the country, in which the elementary course of eight years is carried on only for children over six years of age.

PUBLIC SCHOOL TEACHERS AND THEIR WAGES.

For purposes of comparison, facts relating to the number of teachers employed in the public schools and their wages at intervals of five years during the past fifty years are given in the following table:—

Table showing the number of public school teachers and their wages.

YEARS.	Teachers required.	TEACHERS EM- PLOYED.		TEACHERS FROM NORMAL SCHOOLS.		WAGES PER MONTH.	
		Men.	Women.	Total.	Graduates.	Men.	Women.
1852-53, .	4,113*	2,068	5,007	-†	-†	\$37 00‡	\$15 41‡
1857-58, .	4,421*	1,691	5,493	-†	-†	49 87‡	19 63‡
1862-63, .	4,626*	1,335	5,997	-†	-†	44 87‡	18 90‡
1867-68, .	4,937*	989	6,863	-†	-†	72 93	27 84
1872-73, .	5,305*	1,028	7,421	-†	-†	93 65	34 14
1877-78, .	5,730*	1,115	7,390	3,060	-†	75 64	33 04
1882-83, .	7,741	1,038	8,197	2,581	2,155	103 33	41 90
1887-88, .	8,559	1,010	8,887	3,246	2,677	119 34	44 88
1892-93, .	9,751	989	10,244	4,131	3,473	140 73	48 13
1897-98, .	11,678	1,174	12,029	5,087	4,425	137 50	51 44
1902-03, .	13,208	1,272	13,026	6,922	5,931	145 06	54 61

* Number of public schools reported.

‡ Including board.

† No report given in the returns.

The ratio of women to men employed as teachers in the public schools appears to be about the same as last year, — 10.02 to 1. As this ratio is the same as the previous year and is the highest ratio in an ascending series for fifty years, it is hoped that the maximum ratio has now been reached, and that hereafter the relative number of men employed as teachers will be increased, on the presumption of course that there will be no falling off in respect to personal and professional qualifications; for, however superior women may be as teachers in certain grades and kinds of schools, it must be admitted that the relative number of women now employed is too great.

The ratio of the number of different teachers employed to the number of teachers required is the same as last year, it being 1.08 to 1. This means that for every 100 positions to be filled 108 different teachers have been employed. A comparison of this ratio with the ratios of preceding years shows that there has been a constant increase in the permanence of the teaching force. But these ratios indicate only the changes that occur within the year. The statistics of two or more years taken together would probably make a much poorer showing, as many changes in the teaching force take place at the end of the school year.

No report of the number of normal school graduates teaching in the schools was called for until 1880. The apparent falling off of the number of teachers in 1882-83 who had attended the normal school was probably due to a misunderstanding of what was called for; some of the committees doubtless thinking that this question called for only non-graduates. With this possible exception it will be seen that the number of normal teachers has constantly increased during the past twenty-five years, the greatest increase having been made during the past five years. It should be understood that the figures given under the head of "Teachers from normal schools" include only those who have attended either a State normal school or the Boston Normal School. In estimating the proportion of teachers who have had professional training, the number of teachers who have attended a city training school ought to be taken into consideration. From reports recently received it is estimated that the number of such teachers in the State not hitherto counted as having attended a normal school is upwards of 1,000. Upon the supposition that this number of training school teachers have been employed throughout the year, it may be inferred that upwards of 60 per cent. of the teachers of the State have received professional training. The fact that so large a proportion of the teachers are professionally trained and that the towns of low valuation are now receiving greatly increased aid naturally suggests the question whether the time has not arrived for establishing by law a minimum of qualifications for teachers.

It will be seen from the above table that the relative increase in the wages paid to men and to women has been about the

same since 1852, and that in the last thirty-five years the average wages of all teachers has just about doubled. In looking at these figures it should be borne in mind that they represent the amount paid for only a portion of the year. Multiplying these sums by the average number of months during which the schools have been in session during the past year, we have \$1,349.06 as the average amount received last year by men, and \$507.87 as the average amount received by women. These sums do not of course indicate the extent to which extremely low salaries are paid to teachers. When we know that 19 towns of the Commonwealth still pay to their women teachers less than \$30 a month, which means a yearly salary of less than \$250, and, further, that over 10 per cent. of the women teachers receive less than \$350 a year, we realize that the educational conditions of some of the towns of the State are far from what they should be. The increased aid given to towns under the provisions of the law passed last year will greatly help in this direction, provided that the towns themselves maintain their present local tax rate for schools, and distribute the extra amount received from the State to the teachers. A careful estimate of the increased ability of the towns under the new law shows that those towns which now pay less than \$35 a month will be able, with the present local tax rate, to pay the teachers from \$10 to \$20 a month more than they now receive. The direct result of such an increase of salary will be to greatly improve the teaching force of towns which have not been able hitherto to get and to keep good teachers. It is to be hoped that towns will fully appreciate the importance of paying as high salaries as possible to teachers, and take advantage of the present opportunity to do so. If this is not done, the question may well be raised whether there should not be established by law a minimum salary for teachers.

PUBLIC KINDERGARTENS.

The history of the kindergarten in Massachusetts is an interesting one, and shows an almost uninterrupted growth as a part of the public school system for more than twenty years. In the report of the Board of Education for the year 1881-82 it was stated that "in Massachusetts its [the kindergarten's] public use is confined to a very few instances; although, under

the auspices of private enterprise and munificence, it has become quite well known to many of our teachers and to a portion of the public." In the report of the Board for 1889-90 the formal recognition of a substantial adoption of kindergartens by the public schools was made, as follows:—

The constantly decreasing number of children in the public schools under five years of age was arrested this year by the adoption of kindergartens into the system of public schools. Their establishment is a forward movement in our system of public instruction, and will in the future still further enlarge the total membership of the schools.

There were many private kindergartens at this time, and it was doubtless in many instances through the adoption of these schools that the public kindergartens were introduced. The extent to which private kindergartens had been established is indicated by the returns of the private schools for the year 1890-91. These returns show that there were at that time in 29 different cities and towns 53 kindergartens or departments of private schools in which kindergarten instruction was given.

There are no statistics showing the number of public kindergartens before 1897. In that year or in the school year of 1897-98 31 cities and towns reported having 192 kindergartens, in which there were 12,550 children. The following table gives a comparative view of the extension of the system during the past five years:—

Table showing the extent to which public kindergartens have been supported from 1898 to 1903.

YEAR.	Number of cities and towns.	Number of kindergartens.	Number of teachers.	Number of pupils.
1897-98,	31	192	372	12,550
1898-99,	35	210	396	14,008
1899-1900,	36	220	423	14,257
1900-01,	37	231	443	14,538
1901-02,	35	234	439	14,165
1902-03,	38	246	459	15,392

The items of facts reported for the present year are as follows : —

Table showing the number and location of public kindergartens kept during the year 1902-03, and cost of their maintenance.

CITIES AND TOWNS.	Number of public kindergartens.	Number of teachers.	Number of different pupils.	Minimum age at which pupils are admitted.	Cost.
Andover, . . .	3	4	107	3½	\$2,004 11
Attleborough, . .	3	5	140	4	2,894 20
Boston, . . .	84	163	6,168	3½	111,771 95
Braintree, . . .	5	5	152	4	2,100 00
Bridgewater, . .	1	2	57	4	1,650 00
Brookline, . . .	11	19	501	3½	14,438 78
Cambridge, . . .	14	25	969	3½	16,618 01
Chicopee, . . .	2	2	110	3	—
Dedham, . . .	2	4	139	3½	1,710 50
Easton, . . .	1	2	63	3	625 00
Fall River, . . .	3	6	210	3	2,700 00
Greenfield, . . .	2	2	95	3½	902 00
Haverhill, . . .	2	4	75	3½	1,530 26
Holyoke, . . .	7	13	441	4½	6,135 08
Hopedale, . . .	1	2	49	4	855 05
Lee, . . .	1	2	32	3½	940 56
Lowell, . . .	13	25	776	3½	12,896 26
Malden, . . .	5	10	327	3	2,155 28
Marblehead, . . .	2	4	68	4	1,130 00
Medford, . . .	7	6	327	5	3,389 98
Milton, . . .	4	7	200	3½	—
New Bedford, . .	3	6	161	4	5,361 30
Newton, . . .	15	32	722	4	18,740 00

Table showing the number and location of public kindergartens, etc.
— Concluded.

CITIES AND TOWNS.	Number of public kindergartens.	Number of teachers.	Number of different pupils.	Minimum age at which pupils are admitted.	Cost.
North Adams, .	4	8	240	4	\$3,500 00
Northampton, .	4	8	162	3½	—
Northfield, . .	1	1	19	3½	165 00
Peabody, . . .	1	1	29	4	400 00
Salem,	5	10	206	4	3,320 00
Sharon,	1	2	34	3½	468 00
Somerville, . .	4	8	248	4	4,176 00
Springfield, . .	11	25	980	4	14,203 14
Sutton,	1	2	102	5	450 00
Watertown, . .	1	2	44	3	700 00
Wellesley, . . .	1	1	17	4	600 00
Westfield, . . .	2	4	101	4	766 54
West Springfield, .	3	3	176	4½	1,355 21
Winchester, . . .	4	8	220	4	2,864 70
Worcester, . . .	12	26	925	4	15,155 35
Totals (38 towns),	246	459	15,392	3 to 5 yrs.	\$258,672 26

PUBLIC HIGH SCHOOLS.

The number of towns reporting this year as having maintained one or more high schools is 236, or 67 in excess of the number required by law to maintain such schools.

The law relative to aid granted by the State to certain towns for the tuition of pupils in high schools of other towns naturally discourages the maintenance of this class of schools in towns not required by law to maintain them. Yet the returns show that instead of a decrease in the number of such schools there is an increase of 3 over the number reported a year ago. There has also been an increase of 93 teachers and 1,793 pupils

in high schools, as against an increase of 46 teachers and 728 pupils reported last year. The average number of pupils to a teacher in high schools last year was 25.2; this year it has been 24.9; ten years ago the average was 29.9. The number of high school pupils this year is not only the highest number that ever has been reported in a single year, but the ratio of this number to the total enrolment of the schools is also the greatest. For the past twenty years the ratio has steadily risen from .057 to .087, the present ratio; that is, the number enrolled in high schools this year is 8.7 per cent. of the total enrolment, which means that an average of nearly 30 per cent. of all the children of the State attending school have the benefit of high school instruction. In many places the percentage of children thus favored is as high as 50 or 60, while of course in many other places on account of the great distance which pupils have to go to attend a high school the percentage is very small.

The provisions of chapter 42 of the Revised Laws, relating to high schools, as amended by chapter 433 of the Acts of 1902, are as follows: —

SECTION 2. Every city and every town containing, according to the latest census, state or national, five hundred families or householders, shall, and any other town may, maintain a high school, adequately equipped, which shall be kept by a principal and such assistants as may be needed, of competent ability and good morals, who shall give instruction in such subjects designated in the preceding section as the school committee consider expedient to be taught in the high school, and in such additional subjects as may be required for the general purpose of training and culture, as well as for the purpose of preparing pupils for admission to state normal schools, technical schools and colleges. One or more courses of study, at least four years in length, shall be maintained in each such high school and it shall be kept open for the benefit of all the inhabitants of the city or town for at least forty weeks, exclusive of vacations, in each year. A town may cause instruction to be given in a portion only of the foregoing requirements if it makes adequate provision for instruction in the others in the high school of another city or town.

SECTION 3. A town of less than five hundred families or householders in which a public high school or a public school of corresponding grade is not maintained shall pay for the tuition of any child who

resides in said town and who, with the previous approval of the school committee of his town, attends the high school of another town or city. If such town neglects or refuses to pay for such tuition, it shall be liable therefor to the parent or guardian of a child who has been furnished with such tuition if the parent or guardian has paid for the same, and otherwise to the city or town furnishing the same, in an action of contract. If the school committee of a town in which a public high school or public school of corresponding grade is not maintained refuses, upon the completion by a pupil resident therein of the course of study provided by it, to approve his attendance in the high school of some other city or town which he, in the opinion of the superintendent of schools of the town in which he is resident is qualified to enter, the town shall be liable in an action of contract for his tuition. A town whose valuation is less than seven hundred and fifty thousand dollars shall be entitled to receive from the treasury of the Commonwealth all necessary amounts, and a town whose valuation exceeds seven hundred and fifty thousand dollars but whose number of families is less than five hundred shall be entitled to receive from the treasury of the Commonwealth half of all necessary amounts which have actually been expended for high school tuition under the provisions of this section: *provided*, that such expenditure shall be certified under oath to the board of education by its school committee within thirty days after the date of such expenditure; but, if a town of less than five hundred families maintains a high school of its own of the character described in section two of this chapter and employs at least two teachers therein, it shall be entitled to receive annually from the treasury of the Commonwealth toward the support of such high school the sum of three hundred dollars. No town the valuation of which averages a larger sum for each pupil in the average membership of its public schools than the corresponding average for the Commonwealth shall receive money from the Commonwealth under the provisions of this section; and no expenditure shall be made by the Commonwealth on account of high school instruction under the provisions of this section unless the high school in which such instruction is furnished has been approved by the board of education.

It will be observed that two forms of State aid are afforded to towns having less than five hundred families under the above law: first, the reimbursement to towns on account of high school tuition paid to other towns; and, secondly, the direct grant made to towns not obliged to support a high school.

The conditions required for securing the first of these forms of aid are: (1) that the town has no approved high school of its own; and (2) that the high school for which tuition is paid is approved by the State Board of Education. The conditions for securing the grant of \$300 are: (1) that the town maintains a high school; (2) that the high school has two teachers, and is of a character described by section 2 above given; and (3) that the high school is approved by the State Board of Education.

The following table shows the amounts that have been paid on account of high school tuition reimbursements and high school grants for 1902-03:—

Table showing high school tuition reimbursements and high school grants, under section 3, chapter 42, Revised Laws, as amended by chapter 433, Acts of 1902.

[NOTE.—Towns, the names of which are italicized, were reimbursed by the State for half tuition only.]

TOWNS.	Number of pupils.	High schools attended.	Rate per year.	Amounts.
Acushnet, . . .	14	New Bedford, . . .	\$81 72	\$833 44
“ . . .	3	Fairhaven, . . .	35 00	105 00
Alford, . . .	2	Great Barrington (Searles).	54 00	108 00
Ashby,* . . .	—	— —	—	300 00
Ashland,* . . .	—	— —	—	300 00
Auburn, . . .	15	Worcester (English), .	60 00	870 00
“ . . .	1	Worcester (Classical), .	60 00	60 00
Avon,* . . .	—	— —	—	300 00
Becket, . . .	1	Springfield (Central), .	75 00	75 00
“ . . .	5	Chester, . . .	40 00	164 00
<i>Bedford</i> , . . .	32	Concord, . . .	48 00	727 20
<i>Bellingham</i> , . . .	11	Franklin, . . .	30 00	154 13
“ . . .	9	Milford, . . .	38 00	166 25

* Towns entitled to \$300 grant.

High school tuition reimbursements, etc. — Continued.

Towns.	Number of pupils.	High schools attended.	Rate per year.	Amounts.
Berkley, . . .	8	Taunton, . . .	\$50 00	\$377 00
Berlin, . . .	16	Clinton, . . .	40 00	592 00
“ . . .	5	Hudson, . . .	30 00	126 00
“ . . .	6	Northborough, . . .	30 00	149 31
Bernardston,* . . .	—	— —	—	300 00
Blandford, . . .	4	Westfield, . . .	50 00	170 00
“ . . .	2	Huntington, . . .	40 00	80 00
Bourne,* . . .	—	— —	—	300 00
Boxborough, . . .	17	Concord, . . .	48 00	736 00
Boylston, . . .	1	Worcester (English), . . .	60 00	60 00
“ . . .	4	Worcester (South), . . .	60 00	180 00
“ . . .	1	Clinton, . . .	40 00	16 00
Buckland, . . .	23	Shelburne Falls (Arms Academy).	30 00	635 00
“ . . .	4	Ashfield, . . .	30 00	120 00
Carlisle, . . .	3	Concord, . . .	48 00	112 00
“ . . .	1	Chelmsford, . . .	24 00	16 00
Carver,* . . .	—	— —	—	300 00
Charlemont, . . .	9	Shelburne Falls (Arms Academy).	30 00	260 00
“ . . .	4	North Adams, . . .	45 00	160 00
Charlton, . . .	3	Southbridge, . . .	30 00	45 00
“ . . .	2	Spencer, . . .	28 00	28 00
Cheshire, . . .	17	Adams, . . .	30 00	300 00
Chester,* . . .	—	— —	—	300 00
Chesterfield, . . .	2	Williamsburg (Centre),	26 00	42 90
Clarksburg, . . .	13	North Adams, . . .	45 00	460 00
Colrain, . . .	14	Shelburne Falls (Arms Academy).	30 00	370 00

* Towns entitled to \$300 grant.

High school tuition reimbursements, etc. — Continued.

Towns.	Number of pupls.	High schools attended.	Rate per year.	Amounts.
Colrain, . . .	4	Greenfield, . . .	\$30 00	\$117 00
Conway,* . . .	—	— . . .	—	300 00
Cummington, . . .	3	Northampton, . . .	45 00	135 00
“ . . .	1	Ashfield, . . .	30 00	30 00
Dana, . . .	4	New Salem, . . .	30 00	120 00
“ . . .	2	Athol, . . .	36 00	72 00
Dighton, . . .	13	Taunton, . . .	50 00	320 62
“ . . .	2	Fall River, . . .	50 00	50 00
Dracut, . . .	34	Lowell, . . .	60 00	940 00
Dunstable, . . .	2	Lowell, . . .	60 00	80 00
“ . . .	1	Groton, . . .	15 00	15 00
Eastham, . . .	13	Orleans, . . .	32 00	293 60
East Longmeadow, . . .	16	Springfield (Central), . . .	75 00	1,125 00
“ “ . . .	1	Springfield (Mechanic Arts). . .	100 00	75 00
Egremont, . . .	20	Great Barrington (Searles). . .	54 00	1,071 00
Enfield, . . .	5	Athol, . . .	36 00	180 00
Erving, . . .	7	Athol, . . .	36 00	252 00
“ . . .	2	Orange, . . .	25 00	31 85
“ . . .	10	Greenfield, . . .	30 00	268 50
Essex,* . . .	—	— . . .	—	300 00
Florida, . . .	4	North Adams, . . .	45 00	100 00
“ . . .	2	Charlemont, . . .	30 00	30 00
Freetown, . . .	4	New Bedford, . . .	81 72	152 00
“ . . .	3	Fall River, . . .	50 00	68 75
“ . . .	1	Middleborough, . . .	40 00	20 00
Gill, . . .	2	Bernardston (Powers Institute). . .	21 00	42 00

* Towns entitled to \$300 grant.

High school tuition reimbursements, etc. —Continued.

TOWNS.	Number of pupils.	High schools attended.	Rate per year.	Amounts.
Gill, . . .	13	Montague (Turner's Falls).	\$30 00	\$355 00
Goshen, . . .	6	Ashfield, . . .	30 00	160 00
" . . .	1	Northampton, . . .	45 00	45 00
Granville, . . .	4	Westfield, . . .	50 00	175 00
" . . .	1	Amherst, . . .	35 00	35 00
Greenwich, . . .	8	Athol, . . .	36 00	288 00
" . . .	3	Hardwick, . . .	40 00	120 00
Halifax, . . .	1	Brockton, . . .	60 00	60 00
" . . .	1	Bridgewater, . . .	25 00	25 00
Hampden, . . .	1	Springfield (Central), .	75 00	75 00
" . . .	1	Westfield, . . .	50 00	37 50
" . . .	1	Amherst, . . .	35 00	35 00
Hanson, . . .	24	Whitman, . . .	30 00	670 00
" . . .	1	Rockland, . . .	36 00	5 00
Hawley, . . .	5	Charlemont, . . .	30 00	160 00
Heath, . . .	7	Shelburne Falls (Arms Academy).	30 00	165 00
Huntington,* . . .	—	— — —	—	300 00
Lakeville, . . .	15	Middleborough, . . .	40 00	600 00
Lanesborough, . . .	3	Pittsfield, . . .	36 00	63 00
" . . .	4	Adams, . . .	30 00	50 00
Leverett, . . .	1	Bernardston (Powers Institute).	21 00	21 00
" . . .	8	Montague (Centre), .	30 00	240 00
" . . .	5	Amherst, . . .	35 00	175 00
Leyden, . . .	2	Bernardston (Powers Institute).	21 00	42 00
" . . .	2	Greenfield, . . .	30 00	58 50
Littleton,* . . .	—	— — —	—	300 00

* Towns entitled to \$300 grant.

High school tuition reimbursements, etc.—Continued.

TOWNS.	Number of pupls.	High schools attended.	Rate per year.	Amounts.
Ludlow,* . . .	—	— —	—	\$300 00
Lunenburg,* . . .	—	— —	—	300 00
Middlefield, . . .	4	Chester,	\$40 00	154 00
Middleton, . . .	15	Danvers,	30 00	450 00
Millis,*	—	— —	—	300 00
Monroe,	1	Greenfield,	30 00	17 25
Monterey, . . .	8	Great Barrington (Searles).	54 00	414 00
Montgomery, . . .	4	Huntington.	40 00	135 00
“	1	Westfield,	50 00	50 00
Mount Washington,	2	Great Barrington (Searles).	54 00	144 00
New Braintree,† . .	1	North Brookfield, . . .	40 00	40 00
“ “	2	North Brookfield, . . .	40 00	80 00
“ “	1	Worcester (English), . .	60 00	60 00
“ “	1	Hardwick,	40 00	28 00
“ “	1	Ware,	40 00	40 00
“ “	1	Warren,	25 00	12 00
Newbury,	11	Newburyport,	{ 12 00 ⁺ 15 00 ⁺ }	70 50
New Marlborough,	6	Great Barrington (Searles).	54 00	306 00
New Salem,* . . .	—	— —	—	300 00
Norfolk,	4	Walpole,	33 00	111 36
“	2	Franklin,	30 00	53 25
Northborough,* . .	—	— —	—	300 00
Northfield, . . .	2	Greenfield,	30 00	29 25
“	1	Orange,	25 00	12 50
“	3	Bernardston (Powers Institute).	21 00	31 50

* Towns entitled to \$300 grant.

† 1901-02.

‡ For foreign languages only.

High school tuition reimbursements, etc. — Continued.

TOWNS.	Number of pupils.	High schools attended.	Rate per year.	Amounts.
North Reading, .	17	Reading,	\$40 00	\$611 00
“ “ .	8	Lowell,	60 00	480 00
“ “ .	1	Andover,	45 00	45 00
Norton, . . .	5	Attleborough, . .	50 00	125 00
“	1	Easton,	36 00	18 00
“	4	Taunton,	50 00	100 00
Norwell,* . .	—	— —	—	300 00
Oakham, . . .	1	Worcester (Classical), .	60 00	60 00
“	1	Barre,	20 00	20 00
“ †	1	North Brookfield, . .	40 00	80 00
Orleans,* . .	—	— —	—	300 00
Otis,	1	Lee,	50 00	30 00
“	1	Springfield (Central), .	75 00	75 00
Paxton, . . .	1	Worcester (Classical), .	60 00	60 00
“	1	Worcester (English), .	60 00	60 00
“	2	Worcester (South), .	60 00	120 00
Pelham, . . .	3	Amherst,	35 00	105 00
“	2	New Salem,	30 00	60 00
Pembroke, . .	2	Rockland,	36 00	72 00
Peru,	1	Dalton,	10 00	10 00
Petersham, . .	2	Barre,	20 00	40 00
Phillipston, . .	1	Athol,	36 00	36 00
Plainfield, . .	2	Ashfield,	30 00	50 00
“	1	Amherst,	35 00	35 00
Prescott, . . .	2	Athol,	36 00	72 00
“	3	New Salem,	30 00	90 00

* Towns entitled to \$300 grant.

† 1901-02.

High school tuition reimbursements, etc. — Continued.

TOWNS.	Number of pupils.	High schools attended.	Rate per year.	Amounts.
Raynham, . . .	12	Taunton, . . .	\$50 00	\$574 50
“ . . .	3	Bridgewater, . . .	25 00	75 00
“ . . .	1	Middleborough, . . .	40 00	40 00
Richmond, . . .	8	Pittsfield, . . .	36 00	254 70
Rochester, . . .	6	Wareham, . . .	40 00	204 35
Rowe, . . .	1	Shelburne Falls (Arms Academy).	30 00	10 00
“ . . .	2	North Adams, . . .	45 00	60 00
“ . . .	1	Bernardston (Powers Institute).	21 00	21 00
“ . . .	3	Charlemont, . . .	20 00	80 00
Rowley, . . .	12	Ipswich, . . .	40 00	418 00
“ . . .	3	Newburyport, . . .	48 00	128 00
Royalston, . . .	4	Athol, . . .	36 00	134 00
Russell, . . .	3	Huntington, . . .	40 00	107 00
Salisbury, . . .	5	Amesbury, . . .	20 00	82 00
“ . . .	11	Newburyport, . . .	{ 12 00* 15 00* }	135 00
Seekonk, . . .	1	Palmer, . . .	30 00	7 50
“ . . .	4	Attleborough, . . .	50 00	67 50
Shelburne,† . . .	—	—	—	300 00
Shirley, . . .	6	Fitchburg, . . .	48 00	60 00
“ . . .	1	Groton, . . .	15 00	7 50
“ . . .	6	Ayer, . . .	20 00	55 00
Shutesbury, . . .	2	Montagne (Centre), . . .	30 00	45 00
“ . . .	1	Amherst, . . .	35 00	35 00
“ . . .	1	New Salem, . . .	30 00	30 00
Somerset, . . .	49	Fall River, . . .	50 00	1,135 62

* For foreign languages only.

† Towns entitled to \$300 grant.

High school tuition reimbursements, etc. — Continued.

Towns.	Number of pupils.	High schools attended.	Rate per year.	Amounts.
<i>Somerset,</i> . . .	1	Taunton, . . .	\$50 00	\$25 00
Southampton, . .	17	Easthampton, . . .	40 00	630 00
“ . . .	2	Westfield, . . .	50 00	100 00
Southborough,* . .	—	— —	—	300 00
Southwick, . . .	8	Westfield, . . .	50 00	362 00
<i>Sturbridge,</i> . . .	16	Southbridge, . . .	30 00	205 00
Sudbury,* . . .	—	— —	—	300 00
Sunderland, . . .	1	Montague (Centre), . .	30 00	30 00
“ . . .	1	Greenfield, . . .	30 00	12 00
“ . . .	12	Amherst, . . .	35 00	389 00
<i>Swansea,</i> . . .	28	Fall River, . . .	50 00	649 87
Tewksbury,* . . .	—	— —	—	300 00
Tolland, . . .	1	Westfield, . . .	50 00	50 00
Truro, . . .	2	Provincetown, . . .	38 00	200 00
“ . . .	3	Wellfleet, . . .	30 00	90 00
Tyngsborough, . .	14	Lowell, . . .	60 00	740 00
Tyringham, . . .	6	Lee, . . .	50 00	260 00
Warwick, . . .	1	Orange, . . .	25 00	25 00
Washington, . . .	1	Pittsfield, . . .	36 00	25 20
Wayland,* . . .	—	— —	—	300 00
Wellfleet,* . . .	—	— —	—	300 00
Wendell, . . .	4	Orange, . . .	25 00	51 37
“ . . .	1	New Salem, . . .	30 00	30 00
<i>West Bridgewater,</i> .	1	Easton, . . .	36 00	18 00
<i>West Brookfield,</i> .	19	Warren, . . .	25 00	237 50

* Towns entitled to \$300 grant.

High school tuition reimbursements, etc.—Concluded.

TOWNS.	Number of pupils.	High schools attended.	Rate per year.	Amounts.
<i>West Brookfield,</i> .	1	Ware,	\$40 00	\$20 00
<i>Westhampton,</i> .	8	Northampton, . .	45 00	330 00
“ .	2	Easthampton, . .	40 00	55 00
<i>West Newbury,*</i> .	—	— —	—	300 00
<i>West Stockbridge,</i> .	3	Pittsfield,	36 00	108 00
“ “ .	7	Great Barrington (Searles).	54 00	378 00
<i>Whately,†</i> . .	5	Northampton, . .	45 00	225 00
“ † . .	5	Greenfield,	30 00	114 00
“ † . .	1	Williamsburg (Centre),	26 00	12 00
“ . .	5	Northampton, . .	45 00	225 00
“ . .	5	Greenfield,	30 00	132 00
<i>Wilbraham,</i> . .	5	Palmer,	30 00	67 50
<i>Williamsburg,</i> .	2	Northampton, . .	45 00	45 00
<i>Wilmington,*</i> .	—	— —	—	300 00
<i>Windsor,</i> . .	1	Ware,	40 00	40 00
Totals (125 towns),	996	71 schools, . .	\$38 75	\$39,688 27

* Towns entitled to \$300 grant.

† 1901-02.

It should be understood that the reimbursements and grants included in the above table are, with the exceptions noted, for the school year 1902-03. They were payable on or before Nov. 1, 1903, and most of them were paid at that time. A few payments have been delayed on account of an insufficiency of appropriation until a deficiency bill is passed by the Legislature.

The following towns of less than five hundred families have a valuation for each pupil greater than the State average, and therefore are not entitled under the law to receive from the State either reimbursement for high school tuition or grant for

approved high school. This exclusion from the benefits named is for the school year 1903-04.

Bourne,	Hull,	New Ashford,
Boxford,	Lancaster,	Princeton,
Burlington,	Lincoln,	Stockbridge,
Chilmark,	Longmeadow,	Topsfield,
Cottage City,	Lynnfield,	Wenham,
Dover,	Manchester,	Weston,
Gosnold,	Marion,	West Tisbury,
Hamilton,	Mattapoissett,	Westwood.
Hopedale,	Nahant,	Total, 26 towns.

Three of the above-named towns, viz., Chilmark, New Ashford and Princeton, are added to the corresponding list of last year by reason of the fact that the valuation per pupil this year in these towns is in excess of the State average. Two towns, Harvard and Plympton, are taken from the list of last year because their valuation per pupil has fallen below the State average.

The following towns were entitled under the law to receive the benefits either of high school tuition reimbursement or of approved high school grant; but, for one reason or another, have not received such benefits during the past year. The reasons are either that the high school was not approved, or that no expenditure for high school tuition was incurred during the year.

Ashfield,	Holland,	Sharon,
Bolton,	Hubbardston,	Sheffield,
Brewster,	Kingston,	Sherborn,
Brimfield,	Mashpee,	Shrewsbury,
Chilmark,	Medfield,	Sterling,
Douglas,	Mendon,	Stow,
Edgartown,	New Ashford,	Tisbury,
Gay Head,	Princeton,	Wales,
Granby,	Rehoboth,	Westminster,
Hadley,	Rutland,	Worthington.
Hancock,	Sandisfield,	Total, 36 towns.
Hatfield,	Sandwich,	
Hinsdale,	Savoy,	

It is very important that towns affected by the law in relation to high school tuition reimbursements and high school grants should ascertain under what conditions they may receive the benefits offered by the State, and take such steps as are neces-

sary to secure them. The following suggestions and directions may be of assistance to school committees and superintendents:—

1. If high schools are submitted to the State Board of Education for approval, the conditions of their maintenance, as outlined in section 2, chapter 42 of the Revised Laws, should be carefully considered with reference to (1) course of studies, (2) length of school year, (3) equipment and (4) character of teaching force. If it is not desired to meet the conditions of approval, the Board should be notified as early in the year as possible.

2. In a town entitled to receive from the State reimbursement of high school tuition, it should be noted: (1) that the school committee must give its approval of attendance for any child to legally attend an outside high school at public expense; (2) that the outside high school attended must be approved by the State Board of Education; (3) that, in the case of each pupil attending an outside high school, a careful record must be made of the name, time of attendance and amount paid for tuition. A certificate of all the facts relating to each pupil's attendance should be sent to the secretary of the State Board of Education within a month after the last tuition payment has been made for the school year. Blanks for this certificate are furnished by the secretary of the Board.

PUBLIC EVENING SCHOOLS.

The number of evening schools reported this year is 958, — an increase of 41. The number of pupils attending the schools is 39,185, — an increase of 3,398. The average attendance of pupils is 56.9 per cent. of the entire enrolment, being a slight advance over last year.

For upwards of fifty years free evening instruction has been provided for those who for any reason could not attend the day schools, although it was not until 1857 that towns were authorized by law to establish and support evening schools. Statistics of attendance in these schools were made for the first time in the report of the Board of Education for the year 1874–75. The returns for that year and for each succeeding fifth year to 1899–1900 and for the past three years are given in the following table:—

Evening Schools.

YEARS.	Number of towns.	Number of schools.	Number of teachers.	ATTENDANCE.			Expenses.
				Whole number enrolled.	Average attendance.	Per cent. of attendance.	
1874-75, .	32	99	525	16,368	6,474	39.0	\$68,442
1879-80, .	26	116	389	10,360	4,503	43.4	65,783
1884-85, .	38	142	621	15,422	8,447	54.7	90,124
1889-90, .	52	201	978	24,820	13,972	56.2	138,732
1894-95, .	54	747	1,166	29,268	15,371	52.5	176,188
1899-1900, .	49	783	1,263	30,608	16,193	52.9	208,277
1900-01, .	51	849	1,326	33,644	18,414	54.7	214,622
1901-02, .	56	917	1,417	35,787	19,644	54.8	236,095
1902-03, .	54	958	1,523	39,185	22,328	56.9	253,362

The relatively large number of schools reported in the year 1894-95 and subsequently is accounted for from the fact that the reports since 1895 have been based upon the single class room as the unit, rather than upon the building or group, as was doubtless done in 1890 and previously.

Although there is a slight continuous gain in the average per cent. of attendance, the result at the highest is very low in comparison with the percentage of attendance in the day school. This difference may be accounted for in various ways, but it is a question whether the percentage of attendance now obtained in most cases should not be materially higher than it is.

VACATION SCHOOLS.

The following vacation schools are reported as supported at public expense during the summer of 1902 : —

CITIES AND TOWNS.	NUMBER OF —			Average length of schooling.		Total expenditure for support of schools.
	Schools.	Teachers.	Pupils.			
				Mos.	Days.	
Athol, . . .	1	4	69	—	15	\$10 00
Boston, . . .	7	141	7,652	1	10	10,892 90
Brookline, . . .	2	9	460	1	10	1,044 06
Cambridge, . . .	2	13	541	1	10	1,016 97
Hyde Park, . . .	2	2	158	1	6	266 21
Lowell, . . .	4	17	900	1	10	1,414 33
Somerville, . . .	1	8	625	1	5	551 00
Woburn, . . .	1	4	424	—	—	579 98
Totals, . . .	20	198	10,829	—	—	\$15,775 45

Athol is the only town in the above list which was not in the list of last year. While the number of schools reported this year is 1 less than last year, the number of teachers is 89 greater and the number of pupils 4,840 greater. The expense of the schools last year was reported as \$10,166.90.

COST OF THE PUBLIC SCHOOLS.

The following tables give in concise form a comparative view of the cost of the schools and amounts raised by taxation during the past fifty years. It will be observed that up to 1867 no amounts are given for school buildings, that item not being called for in previous years. For the same reason the total amount raised for school purposes up to 1867 cannot be given. It will be noticed also that the amount reported for new buildings in the year 1867-68 includes the amount expended for permanent improvements and ordinary repairs.

Table showing the amount expended for schools in 1852-53, and every fifth year following to 1902-03.

YEARS.	AMOUNT EXPENDED FOR SCHOOL BUILDINGS.		Amount expended for support of schools, including all expenses except for school buildings.	Total expense of schools.	Total amount raised by local taxation for schools.
	New buildings.	Permanent improvements and ordinary repairs.			
1852-53,	.	-	\$1,072,310 36	-	\$963,631 25*
1857-58,	.	-	1,474,488 88	-	1,341,252 03*
1862-63,	.	-	1,566,949 48	-	1,434,915 11*
1867-68,	.	\$1,495,573 78†	2,850,704 52	\$4,346,278 30	4,219,844 80
1872-73,	.	1,010,521 33	4,140,037 17	5,556,146 93	5,426,169 28
1877-78,	.	301,764 76	4,502,962 75	5,117,889 83	4,978,614 87
1882-83,	.	424,381 61	4,948,777 11	5,813,186 02	5,589,828 20
1887-88,	.	545,392 94	5,934,198 59	7,087,206 42	6,918,479 13
1892-93,	.	1,556,039 40	7,388,605 29	9,663,907 49	9,468,436 52
1897-98,	.	2,719,912 01	9,839,579 33	13,653,649 63	13,367,877 94
1902-03,	.	2,133,936 32	12,006,415 09	15,170,070 48	14,702,442 60

* Including only wages, board, fuel and care of fires.

† Including repairs and permanent improvements.

Table showing the valuation, municipal tax and total local school tax for 1852-53, and every fifth year following to 1902-03.

YEARS.	Total valuation of the State.	Total municipal tax of the State for all purposes.	LOCAL SCHOOL TAX.	
			Amount on one thousand dollars of valuation.	Per cent. of total municipal tax.
1852-53,	(1850) \$597,936,995	-	\$ 63	-
1857-58,	(1850) 597,936,995	-	2 27	-
1862-63,	(1860) 897,795,326	-	1 61	-
1867-68,	(1865) 991,841,901	\$16,800,332	2 62	25.1
1872-73,	1,696,599,969	22,911,883	2 55	23.6
1877-78,	1,668,226,782	23,916,939	2 55	20.8
1882-83,	1,684,213,423	26,090,914	2 66	21.3
1887-88,	1,932,548,807	28,831,837	2 70	23.9
1892-93,	2,333,025,090	34,465,969	2 74	27.4
1897-98,	2,702,328,054	41,593,555	3 10	32.1
1902-03,	3,115,426,287	50,827,713	3 71	28.9

It should be considered that the amounts given previous to 1887 do not include the cost of text-books and supplies, the free text-book bill having passed the Legislature in 1884. The great relative increase given in the total expense of schools in 1897-98 over the amount given for 1892-93 may be accounted for in part by the fact that previous to 1896 not all the items under "school sundries" were classed in the school expenses. Many of the items before that year were omitted altogether from the returns. There are other circumstances which should be taken into consideration in making any comparison of school expenditures, such, for example, as the fact that the tax reported for new buildings is frequently distributed over a series of years, and therefore does not belong to the year for which it is reported. But the tables give a fairly good view of the relative expense borne for public education during the past fifty years, and the relative ability of the people to bear it.

The difference between the total expense of the schools and the total amount raised by taxation indicates the amount received from the State, from voluntary contributions, from the income of local funds and from other sources. The amount received by the towns from all these sources of income during the past year has been \$1,467,627.88, as against \$126,434.50 received from the same sources fifty years ago. But the relative amount of such income now is much less than it was fifty years ago. Then it was 11.2 per cent. of the entire cost of the schools, and now it is but 3.1 per cent. The enormous increase in the amount expended for schools during the past thirty-five years is seen at a glance; but it is only when the increase in the local amount raised by taxation is compared to the increase in valuation during that period that the real interest of the people in the schools is seen. The valuation has increased during the time named 214 per cent., while the amount raised by local taxation for schools has increased in the same time 248 per cent. By comparing the school tax with the total municipal tax at different periods of time, we find that, while the average municipal tax is 62 cents less on \$1,000 this year than it was thirty-five years ago, the amount of the average school tax has gradually increased in that period from \$2.62 to \$3.71 on \$1,000. It should be noticed, however, that

the local school tax of 1903 based upon the total municipal tax is 3.2 per cent. lower than it was five years ago, and but 3.8 per cent. higher than it was thirty-five years ago.

Text-books and Supplies. — The cost of text-books and supplies during the year has been \$669,549.44, — an increase of \$6,960.68 over the amount expended last year. The average cost per pupil based upon the average membership has been \$1.58, — an amount slightly in excess of the average for the past few years, as shown by the following table: —

Table showing the total expenditure for text-books and supplies for the past eight years.

YEARS.	Text-books and supplies.	Cost per pupil.	YEARS.	Text-books and supplies.	Cost per pupil.
1895-96, . .	\$522,652 91	\$1 50	1899-1900, .	\$616,975 21	\$1 54
1896-97, . .	578,146 59	1 59	1900-01, . .	629,666 11	1 55
1897-98, . .	592,905 76	1 56	1901-02, . .	662,588 76	1 60
1898-99, . .	585,376 27	1 50	1902-03, . .	669,549 44	1 58

It should be borne in mind that the sums indicated in the above table include expenditures for laboratory and manual training supplies, as well as for text-books, paper, pencils, ink, crayons, etc., and that they do not include expenditures for maps, charts, etc., which were included under the head of supplies in returns previous to 1895.

Conveyance of Pupils. — In 1869 a law was passed authorizing towns and cities to expend money for the conveyance of children to a public school. No statistics are available to show what expense was incurred on this account before the year 1888-89. In that year the total expenditure reported for the conveyance of pupils was \$22,118.38. Since then there has been a constant increase each year in the amount expended for this purpose. The average rate of annual increase during the past ten years has been about 13 per cent. This year the amount expended by 298 cities and towns has been \$178,297.64, — an increase of \$12,700.73 over last year, or 7.6 per cent. Unless the rural sections increase in population, there will come a time when the amounts expended for transportation

will remain substantially the same from year to year. As time goes on the objections now raised against the free carriage of children to school will be removed, and the expenditure of money for this purpose will be regarded quite as legitimate an educational expense as is that for school buildings or teachers.

Complaints are sometimes heard of a niggardly policy on the part of school authorities, either in neglecting to have pupils carried to school who live at a long distance from it, or in providing unfit carriages and irresponsible drivers. No doubt many of these complaints are unreasonable; but it is feared that in too many cases of the closing of schools authorities are controlled more by considerations of economy than by a regard for the best interests of the pupils, and that in such cases the greatest care may not be taken in arrangements for transportation. While it is true that there is generally a saving in the consolidation of schools, it does not follow that such a saving should always be made. The same care should be exercised in providing carriages and drivers as is exercised in providing school room accommodations and teachers, and no child should be needlessly exposed to hardship or injury of any kind.

STATE CONTRIBUTIONS FOR THE SUPPORT OF THE PUBLIC SCHOOLS.

The total contributions of the State for the support of the public schools for the year 1902 amounted to \$234,477.87. This sum was distributed as follows:—

1. Income of the school fund distributed to towns having a valuation of not more than \$3,000,000 (chapter 41, Revised Laws),	\$107,679 02
2. Reimbursement of high school tuition (section 3, chapter 42, Revised Laws, as amended by chapter 433, Acts of 1902),	14,675 85
3. Aid to towns having a valuation of less than \$2,500,000, on account of union superintendents (section 45, chapter 42, Revised Laws),	47,150 00
4. Aid to towns having a valuation of less than \$2,500,000, on account of teachers in union superintendencies (section 45, chapter 42, Revised Laws),	31,433 33
5. Reimbursement of advances in teachers' salaries in towns having a valuation of less than \$350,000 (section 30, chapter 42, Revised Laws),	12,265 86
6. Tuition and transportation of State wards (section 4, chapter 44, Revised Laws),	21,273 81

There has been this year a material increase in all the items of expenditure mentioned above, with the exception of an apparent decrease in the income of the school fund. This decrease is accounted for by the fact that the sum distributed last year was exceptionally large, on account of the assignment to the fund of the excess of income from Fitchburg Railroad securities.

The aggregate amount paid out by the State for the support of the public schools, as shown by the above figures, seems large; but when it is considered that this amount is less than 2 per cent. of the total expenditure for the support of schools, and further, that the income from permanent funds and from State taxes in the country at large is nearly 20 per cent. of the total amount expended for public schools, it cannot be regarded as excessive. It was this view of the matter probably that prompted the Legislature last year to increase the sum to be distributed to towns. Even with this increase of State appropriation the local tax rate for schools in Massachusetts will be greater than that of any other State.

The law passed last year providing for the distribution of the entire annual income of the school fund instead of one half of the income, as heretofore, included in it a repeal of the law for the reimbursement of two dollars a week paid to teachers of exceptional ability. The repealed law had been in operation seven years, and had greatly assisted the smaller towns in securing good teachers, especially since the approval of teachers was made to depend upon a personal inspection by an agent of the Board of Education. Towns which had paid but five or six dollars a week were encouraged to pay on their own account one or two dollars a week more, in the hope of securing teachers who would be likely to be approved by the Board. Thus the committees were enabled practically to offer to teachers from eight to ten dollars a week, instead of five or six dollars which, they had offered before. The difference between the schools thus provided and the schools under the cheaper teachers may well be imagined. By good testimony it would appear that the schools of certain towns had, largely through the agency of State approval, been revolutionized; and that in these towns there could be seen under the new policy some of the best schools of the State. Many of the towns, seeing the difference

between good schools and poor schools, will doubtless continue of their own accord to maintain the standard fixed by State inspection under the reimbursement law; but it is feared that some of them will fall back to former standards, through interests of economy or from a desire to employ native teachers only. That there are superintendents who share this fear is shown by the following extract from a letter recently received from a union superintendent by an agent of the Board of Education:—

If this law does away with the State approval of teachers in these small towns, as I understand it does, and as my committee have said was their understanding of it, I believe it will be productive of much harm. As was said to me yesterday, “Now we can hire whom we please and pay what we please, and the State has nothing to say about it.” I fear the result of this repeal will be to undo much of the work that has been done in the small towns by the supervision of the State. The superintendent will be powerless to prevent it.

It is of course to be hoped that towns will wisely use the additional sum which will be paid them under the new law. By maintaining their present local tax rate they will be able to pay larger salaries to teachers, and thus greatly improve their schools. The attention of school committees was called to this matter last July in the following circular letter sent to them by the acting secretary of the Board:—

BOSTON, July 15, 1903.

The Legislature has unanimously passed a law which distributes the entire annual income of the school fund (instead of one half the income, as heretofore) to the towns having a valuation not exceeding \$2,500,000, in the following manner (chapter 456, Acts of 1903):—

1. Every town which complies with all laws relative to the distribution of said income and whose valuation of real and personal property, as shown by the last preceding assessors' valuation thereof, does not exceed one half million dollars shall annually receive five hundred dollars; but if its rate of taxation for any year shall be eighteen dollars or more on a thousand dollars it shall receive seventy-five dollars additional; every such town whose valuation is more than one half million dollars and does not exceed one million dollars shall receive three hundred dollars; and every such town whose valuation is more than one million dollars and does not exceed two million dollars shall receive one hundred and fifty dollars; and every town whose valuation is more than two million dollars and does not exceed two and one half million dollars shall receive seventy-five dollars. The

remainder of said income shall be distributed to towns whose valuation does not exceed two and one half million dollars, and whose annual tax for the support of public schools is not less than one sixth of their whole tax for the year, as follows: — Every town whose school tax is not less than one third of its whole tax shall receive a proportion of said remainder expressed by one third; every town whose school tax is not less than one fourth of its whole tax shall receive a proportion expressed by one fourth; every town whose school tax is not less than one fifth of its whole tax shall receive a proportion expressed by one fifth; and every town whose school tax is not less than one sixth of its whole tax shall receive a proportion expressed by one sixth.

2. The income of said fund which has accrued on the thirty-first day of December in each year shall be apportioned by the commissioners of the Massachusetts School Fund in the manner provided for by section one of this act, and paid to the several towns on the twenty-fifth day of January thereafter.

3. The sums received by any town under the provisions of this act shall be held by the town treasurer and shall be expended only for expenses in maintenance of the public schools authorized by the school committee, in accordance with existing laws; and it shall be the duty of the treasurer to keep a separate account of all sums so received and expended, and the school committee shall make an annual report to the state board of education, in such form as may be prescribed by said board, of the amount received during each year, the amount expended from such receipts, the purpose for which such expenditures have been made, in detail, and the balance, if any, remaining unexpended. And whenever it appears that, in the opinion of the state board of education, the sums paid to any town have not been used in whole or in part in accordance with the provisions of this section, or that they have not been held and accounted for separately, or that the report thereof herein required has not been made, the commissioners of the school fund are hereby authorized to withhold, as they may deem advisable, the whole or any part of the future allowances otherwise falling to such town under the provisions of this act.

The previous law relative to the distribution of the income of the school fund (Revised Laws, chapter 41, sections 4 and 5), all laws which provided for the payment of other expenses from the income of the school fund, and the law for the payment of two dollars per week to the teachers of exceptional ability (Revised Laws, chapter 42, section 30), are repealed.

PLEASE NOTE CAREFULLY.

1. The *entire* income of the school fund is distributed to the towns whose valuations do not exceed \$2,500,000.

2. This will give to towns which raise an amount by taxation for schools not less than that heretofore raised approximately double the amount they have previously received.

3. While the payment by the State of two dollars a week extra to teachers of exceptional ability is discontinued after the close of the present term, the additional amount these towns receive will enable them to continue the increase, and the agents of the Board will continue, upon the requests of school committees or superintendents, to give advice as to teachers worthy to receive such increase. The excellent results of the past warrant the continuance of this incentive to good teachers.

4. A detailed account of the expenditure of the amounts received from the school fund must be made to the Board of Education; the failure of any town to do this will imperil its receipt of any portion of the income.

5. The intent of the law is to improve the schools, not to lessen local taxation, and the towns that devote to school purposes the largest proportion of their tax will receive the largest proportionate amount of aid.

6. The following provision of the Revised Laws (chapter 41, section 6) should be borne in mind:—

No such apportionment and distribution shall be made to a town which has not maintained a school as required by section one of chapter forty-two; or which, if containing the number of families or householders required by section two of said chapter, has not maintained, for at least thirty-six weeks during the year, exclusive of vacations, a high school such as is mentioned therein; or which has not made the returns required by sections five and six of chapter forty-three, and complied with the laws relative to truancy; or which has not raised by taxation for the support of public schools which are authorized or required by law, including the wages of teachers, the transportation of school children, fuel, the care of fires, school rooms and school premises, supervision, text-books and supplies, and school sundries or incidentals during the school year embraced in the last annual returns, an amount not less than three dollars for each person between the ages of five and fifteen years resident in such town on the first day of September of said school year.

C. B. TILLINGHAST,
Acting Secretary.

The total amount expended for the year 1902-03 on account of State reimbursement of advances in teachers' salaries was \$10,961.78, and was distributed as follows:—

Table showing salary reimbursements on account of public school teachers in small towns.

Towns.	Number of different teachers affected.	To what date.	Amounts.
Alford,	2	June 19, 1903,	\$88 00
Boxborough,	4	June -, 1903,	180 00
Charlemont,	11	June 26, 1903,	600 00
Chesterfield,	5	June 30, 1903,	235 15
Chilmark,	3	June 19, 1903,	128 00
Clarksburg,	7	June 27, 1903,	331 20
Cummington,	11	June 26, 1903,	487 00
Dana,	4	June 12, 1903,	120 00
Dunstable,	3	June -, 1903,	144 00
Eastham,	2	June 5, 1903,	108 00
Florida,	6	July -, 1903,	188 00
Gay Head,	2	June -, 1903,	110 00
Goshen,	6	June -, 1903,	132 46
Greenwich,	3	June 19, 1903,	93*60
Halifax,	5	June 19, 1903,	264 00
Hancock,	2	July 3, 1903,	66 00
Hawley,	7	July 17, 1903,	312 00
Heath,	2	June 29, 1903,	90 00
Holland,	2	June 26, 1903,	48 00
Leverett,	4	June 19, 1903,	260 40
Leyden,	5	June 26, 1903,	320 00
Middlefield,	6	July -, 1903,	262 00
Mouroe,	3	June 26, 1903,	192 00
Monterey,	2	July 1, 1903,	128 00
Montgomery,	6	July 3, 1903,	314 00

Table showing salary reimbursements, etc. — Concluded.

TOWNS.	Number of different teachers affected.	To what date.	Amounts.
Mount Washington,	2	July 10, 1903,	\$156 00
New Salem,	8	Sept. 1, 1903,	348 00
Oakham,	4	June 19, 1903,	190 00
Otis,	7	June 30, 1903,	224 00
Paxton,	2	June 19, 1903,	90 00
Pelham,	5	June -, 1903,	268 00
Peru,	3	Sept. 1, 1903,	180 00
Phillipston,	3	July 3, 1903,	97 50
Plainfield,	7	July 3, 1903,	288 40
Plympton,	3	June 26, 1903,	110 00
Prescott,	4	June 19, 1903,	240 00
Richmond,	7	June 26, 1903,	391 40
Rowe,	6	June 25, 1903,	232 00
Sandisfield,	8	June 26, 1903,	332 00
Savoy,	7	Aug. 28, 1903,	290 00
Shutesbury,	4	July 2, 1903,	210 67
Tolland,	3	July 3, 1903,	112 00
Tyringham,	2	July 1, 1903,	140 00
Wales,	4	June 12, 1903,	216 00
Warwick,	4	June 26, 1903,	216 00
Washington,	7	July 3, 1903,	320 00
Wendell,	5	June 26, 1903,	280 00
Westhampton,	3	June 28, 1903,	204 00
Windsor,	7	Aug. 1, 1903,	298 00
Worthington,	9	June 19, 1903,	326 00
50 towns,	237	- -	\$10,961 78

SUPERINTENDENCY UNIONS.

The number of superintendency unions existing Dec. 31, 1903, was eighty,—an increase of four for the year. The accompanying table gives all the important facts respecting the organization of each district. It may be necessary within a short time to relocate some of the lines of the unions, on account of the fact that the valuation of a few towns will have passed the limit of \$3,500,000, when, by the provisions of section 48, chapter 42 of the Revised Laws, towns are obliged to assume all the expense of supervision. A readjustment of some of the towns ought also to be made in the interests of convenience, as in the case of Foxborough and West Newbury, which formed a union because no more convenient arrangement could be made at the time.

It will be observed that some of the salaries of the superintendents are more than the minimum fixed by law, — \$1,500. The sum beyond this limit is assumed by the towns constituting the union.

Number.	UNIONS.	When formed.	AT TIME OF FOR- MATION.		EACH TOWN'S SHARE OF SUPERINTENDENT'S —		State aid to each town.	Superintend- ent's salary.	When super- intendent's year begins.	JOINT COMMITTEE.	
			Valuation.	Number of schools.	Service.	Salary.				Chairman.	Secretary.
1	Duxbury, Marshfield, Scituate, . . .	1888 1888 1888	\$1,157,696 1,075,335 1,837,275	10 9 13	$\frac{1}{3}$ $\frac{1}{3}$ $\frac{1}{3}$	\$250 00 250 00 250 00	\$416 66 $\frac{2}{3}$ 416 66 $\frac{2}{3}$ 416 66 $\frac{2}{3}$	\$1,500 00	June 1,	N. K. Noyes, Dux- bury.	Clara M. Skeele, Scit- uate.
2	Hubbardston, Phillipston, Royalston, Templeton, . . .	1889 1889 1889 1889	711,450 272,664 623,161 1,115,871	10 4 9 16	$\frac{2}{10}$ $\frac{1}{4}$ $\frac{2}{10}$ $\frac{5}{10}$	150 00 75 00 250 00 375 00	250 00 125 00 250 00 625 00	1,500 00	July 1,	S. E. Greenwood, Templeton.	Mrs. Mary R. Chap- pin, Phillipston.
3	Ashland, Hopkinton, . . .	1889 1889	1,290,901 2,222,035	12 21	$\frac{2}{3}$ $\frac{3}{3}$	300 00 450 00	500 00 750 00	1,500 00	July 1,	George H. Halpin, Hopkinton.	Walter G. Whitte- more, Ashland.
4	Easthampton, Southampton, Westhampton, . . .	1889 1889 1889	2,292,425 491,992 252,198	20 7 4	12 days. 5 days. 3 days.	625 29 69 47 55 24	1,042 15 115 79 92 06	1,600 00	July 1,	Charles H. Johnson, Easthampton.	Charles N. Loud, Westhampton.
5	Barre, Hardwick, Petersham, . . .	1890 1890 1890	1,449,226 1,462,815 592,207	12 14 9	$1\frac{3}{4}$ $1\frac{3}{4}$ $\frac{7}{8}$	286 75 308 81 154 44	477 92 514 69 257 39	1,500 00	May 1,	M. H. Davis, Hard- wick.	George A. Brown, Barre.
6	Berlin, Northborough, Shrewsbury, Southborough, . . .	1890 1890 1890 1890	495,996 1,254,092 1,168,670 1,371,738	5 8 9 10	$\frac{1}{4}$ $\frac{2}{4}$ $\frac{2}{4}$ $\frac{2}{4}$	107 40 214 20 214 20 214 20	179 00 337 00 337 00 337 00	1,500 00	May 1,	Daniel W. Bemis, Shrewsbury.	Mary A. Bassett, Ber- lin.
7	Becket, Chester, Middlefield, Washington, . . .	1890 1890 1890 1890	383,858 520,480 237,655 201,889	8 10 7 7	1.34 per week. 2.21 per week. .88 per week. .59 per week.	201 84 330 32 132 06 85 78	336 40 550 53 230 10 142 97	1,500 00	July 1,	Walter B. McGeoch, Chester.	Matthew D. E. Tower, Becket.
8	Brimfield, Monson, . . .	1890 1890	425,900 1,757,753	9 20	$\frac{3}{10}$ $\frac{7}{10}$	225 00 525 00	375 00 1,150 00	1,500 00	May 1,	R. S. Stebbins, Mon- son.	James R. Brown, Brimfield.
9	Princeton, Sterling, Westminster, . . .	1890 1890 1890	817,346 548,333 761,617	8 10 12	$\frac{1}{2}$ $\frac{2}{2}$ $\frac{3}{2}$	150 00 300 00 300 00	250 00 500 00 500 00	1,500 00	July 1,	Raymond J. Gregory, Princeton.	Arthur S. Wilder, Sterling.

Number.	UNIONS.	When formed.	AT TIME OF FOR- MATION.		EACH TOWN'S SHARE OF SUPERINTENDENT'S —		State aid to each town.	Superintendent's salary.	When super- intendent's year begins.	JOINT COMMITTEE.	
			Valuation.	Number of schools.	Service.	Salary.				Chairman.	Secretary.
10	Mansfield, . Sharon, . Stoughton, .	. 1891 . 1891 . 1891	\$1,644,112 1,231,591 2,409,890	15 7 16	% 1% %	\$300 00 150 00 300 00	\$500 00 250 00 500 00	\$1,650 00	April 9,	Joseph Wilson, Mans- field.	Lena A. Corbett, Stoughton.
11	Dracut, North Reading, Tewksbury, Tyngsborough,	. 1891 . 1891 . 1891 . 1891	1,603,992 536,048 1,400,083 372,637	12 6 10 7	4% 1% 4% 1% %	300 00 75 00 300 00 75 00	500 00 125 00 500 00 125 00	1,800 00	Sept. 1,	John F. French, Tewksbury.	Herbert L. Abbott, North Reading.
12	Brookfield, North Brookfield,	. 1891 . 1891	1,294,448 1,710,555	16 16	1% 1% %	375 00 375 00	625 00 625 00	1,500 00	May 13,	William F. Hayward, (East) Brookfield.	Timothy Howard, North Brookfield.
13	Grafton, . Upton, .	. 1891 . 1891	2,351,385 926,611	24 10	3% 1% %	562 50 187 50	937 50 312 50	1,700 00	July 1,	Francis M. McGarry, Grafton.	Appleton P. Williams, (West) Upton.
14	Millbury, . Oxford, .	. 1891 . 1891	2,103,061 1,296,860	16 12	3% %	450 00 300 00	750 00 500 00	1,600 00	Aug. 1,	Thomas H. Sullivan, Millbury.	Edwin N. Bartlett, Oxford.
15	Abington, . Bridgewater, .	. 1891 . 1891	2,209,723 2,363,676	15 17	1% 1% %	375 00 375 00	625 00 625 00	2,000 00	Aug. 1,	Austin Turner, Bridgewater.	R. B. Rand, North Abington.
16	Buckland, . Colrain, . Shelburne, .	. 1892 . 1892 . 1892	537,682 565,828 860,840	9 15 10	3% 4% 1% %	225 00 300 00 225 00	375 00 500 00 375 00	1,500 00	April 24,	Edwin Baker, Shel- burne Falls.	Jonathan E. Daven- port, Colrain.
17	Bourne, . Maspee, Sandwich, .	. 1892 . 1892 . 1892	1,465,575 173,370 849,300	11 2 11	2% 2% %	337 50 75 00 337 50	562 50 125 00 562 50	1,500 00	July 1,	Charles H. Ham- mond, Mashpee.	Elizabeth Clark, Sandwich.
18	East Bridgewater, Raynham, . West Bridgewater, .	. 1892 . 1892 . 1892	1,488,939 788,001 1,094,632	14 8 10	8% days. 5 days. 6% days.	350 00 150 00 250 00	583 33 250 00 416 67	1,500 00	May 20,	William H. Taylor, East Bridgewater.	Mrs. M. K. Crosby, West Bridgewater.
19	Brewster,* Dennis, . Yarmouth, .	. 1903 . 1892 . 1892	524,365 1,216,610 1,814,660	4 17 9	4% 1% %	115 33 375 00 259 61	192 31 625 00 432 69	1,625 00	July 5,	Joshua Crowell, (East) Dennis.	William A. Schwab, Yarmouth.

20	Holland,† Wales, Warren,	. . . . .	1892 1893 1893	77,505 276,825 2,458,835	1 5 24	$\frac{1}{20}$ $\frac{3}{20}$ $\frac{1}{20}$	37 50 112 50 600 00	62 50 187 50 1,000 00	1,500 00	Aug. 1,	Frank E. Gleason, Warren.	Joseph G. Hastings, Warren.
21	Lancaster, Winchendon,	. . .	1893 1893	760,539 2,215,722	8 19	$\frac{1}{2}$ $\frac{3}{2}$	250 00 500 00	416 67 833 33	1,600 00	May 2,	Charles A. Goodrich, Lunenburg.	Frank B. Spalter, Winchendon.
22	East Longmeadow, Longmeadow, Hamden, Wilbraham,	. . . . . . .	1893 1893 1893 1893	1,202,068 415,300 760,147	11 6 10	$\frac{9}{2}$ $\frac{5}{2}$ $\frac{6}{2}$ $\frac{1}{2}$	210 94 117 19 140 62 281 25	351 56 195 32 234 37 468 75	1,550 00	July 1,	O. L. Wolcott, East Longmeadow.	H. G. Webber, Wil- braham.
23	Dartmouth, Westport,	. . .	1893 1893	2,366,225 1,366,750	20 18	$\frac{1}{2}$ $\frac{1}{2}$	375 00 375 00	625 00 625 00	1,500 00	Sept. 8,	Edward L. Macon- ber, Westport.	Andrew R. Cushman, (South) Dartmouth.
24	Hanover, Hanson, Norvell,	. . . . .	1894 1894 1894	1,180,726 620,890 885,537	8 8 10	$\frac{1}{2}$ $\frac{1}{2}$ $\frac{1}{2}$	250 00 250 00 250 00	416 66 416 67 416 67	1,500 00	April 30,	Summer A. Chapman, (South) Hanover.	Mrs. Mary E. Curtis, Norvell.
25	Cheshire, Dalton,	. . .	1894 1894	701,890 2,303,915	8 18	$\frac{3}{10}$ $\frac{7}{10}$	225 00 525 00	375 00 875 00	1,500 00	April 10,	George Z. Dean, Cheshire.	William J. Simmons, Dalton.
26	Provincetown, Truro,† Wellfleet,	. . . . .	1894 1902 1894	2,079,502 350,300 611,063	21 6 5	$\frac{1}{2}$ $\frac{4}{2}$ $\frac{5}{2}$	508 92 107 15 133 93	848 20 178 59 923 21	1,500 00	Sept. 7,	Andrew T. Williams, Provincetown.	Everett L. Nye, Well- fleet.
27	Norton, Wrentham,	. . .	1894 1894	778,616 1,447,747	9 16	$\frac{2}{3}$ $\frac{2}{3}$	300 00 430 00	500 00 730 00	1,700 00	May 1,	Willis M. Fuller, Plainville.	C. C. Valentine, Nor- ton.
28	Bellingham, Hopdale, Mendon,	. . . . .	1894 1894 1894	686,495 1,704,572 537,175	10 6 8	$\frac{1}{2}$ $\frac{1}{2}$ $\frac{1}{2}$	250 00 — 250 00	416 66 — 416 66	1,700 00	May 28,	Horace A. Brown, Bellingham.	Frank J. Dutcher, Hopdale.
29	Chatham,* Eastham, Harwich, Orleans,	. . . . . . .	1903 1894 1894 1894	918,766 267,251 1,073,790 551,146	7 3 13 4	$\frac{1}{2}$ $\frac{2}{2}$ $\frac{1}{2}$ $\frac{4}{2}$	290 32 48 39 314 52 96 77	483 87 80 65 524 19 161 29	1,600 00	Sept. 1,	D. M. Nickerson, Jr., (West) Harwich.	Erastus T. Bearse, Chatham.
30	Granby, South Hadley,	. . .	1895 1895	441,387 2,083,820	8 21	$\frac{1}{2}$ $\frac{3}{2}$	187 50 562 50	312 50 937 50	1,500 00	April 1,	C. H. Davenport, South Hadley (Falls).	W. A. Taylor, Granby.
31	Gill, Leyden,† Northfield, Warwick,	. . . . . . .	1895 1901 1895 1895	482,469 198,918 894,048 310,750	5 5 9 7	$\frac{1}{2}$ $\frac{1}{2}$ $\frac{2}{2}$ $\frac{1}{2}$	150 00 130 00 300 00 150 00	250 00 250 00 300 00 250 00	1,500 00	May 7,	L. R. Smith, (East) Northfield.	Nellie M. Wood, North- field.

† Added in 1901.

† Added in 1902.

* Added Oct. 17, 1903, by decree of State Board of Education.

Number.	UNIONS.	When formed.	AT TIME OF FOR- MATION.		EACH TOWN'S SHARE OF SUPERINTENDENT'S —		State aid to each town.	Superintendent's salary.	When super- intendents year begins.	JOINT COMMITTEE.	
			Valuation.	Number of schools.	Service.	Salary.				Chairman.	Secretary.
32	Bolton, . . . Boylston, . . . Harvard, . . . Shirley, . . .	1895 1895 1896 1895	\$477,184 524,311 920,958 737,135	7 5 9 7	$\frac{9}{16}$ s $\frac{5}{28}$ s $\frac{9}{28}$ s $\frac{5}{28}$ s	\$160 71 133 93 223 21 241 07 214 29	\$267 86 223 21 401 79 357 14	\$1,530 00	July 1,	Warren H. Fairbank, Harvard.	George L. Wright, Boylston (Centre).
33	Chilmark,* Cottage City, Edgartown, Gay Head, Tisbury, West Tisbury, . .	1897 1895 1895 1902 1895 1895	215,877 1,567,700 730,357 25,996 874,150 387,263	3 4 6 1 4 3	$\frac{2}{20}$ $\frac{6}{20}$ $\frac{4}{20}$ $\frac{1}{20}$ $\frac{4}{20}$ $\frac{4}{20}$	75 00 187 50 150 00 37 50 150 00 150 00	125 00 312 50 250 00 62 50 250 00 250 00	1,600 00	July 10,	W. Channing Nevins, Edgartown.	Ulysses E. Mayhew, West Tisbury.
34	Georgetown, Groveland, Rowley, . . .	1895 1895 1895	991,890 948,218 642,706	11 12 6	$\frac{2}{16}$ $\frac{2}{16}$ $\frac{1}{16}$	300 00 300 00 150 00	500 00 500 00 250 00	1,500 00	Sept. 1,	Albert L. Wales, Groveland.	Arthur W. Peabody, Rowley.
35	Carlisle, Chelmsford, Dunstable, . . .	1896 1896 1896	349,723 2,176,655 285,437	5 17 3	$\frac{3}{20}$ $\frac{15}{20}$ $\frac{2}{20}$	112 50 592 50 75 00	187 50 937 50 125 00	1,500 00	Aug. 1,	Ernest C. Bartlett, Chelmsford.	Rena M. Clark, Car- lisle.
36	Holliston, . . . Medway, . . . Sherborn, . . .	1896 1896 1896	1,571,982 1,453,130 802,530	13 16 5	$\frac{2}{16}$ $\frac{2}{16}$ $\frac{1}{16}$	300 00 300 00 150 00	500 00 500 00 250 00	1,550 00	Sept. 1,	Norman B. Douglas, Sherborn.	Herbert W. Shaw, (West) Medway.
37	Acushnet, Fairhaven, Mattapoisett, . .	1897 1897 1897	634,060 2,223,737 1,507,388	6 16 5	$\frac{1}{16}$ $\frac{3}{16}$ $\frac{1}{16}$	150 00 223 73 150 00	250 00 450 00 250 00	1,500 00	July 1,	Job C. Tripp, Fair- haven.	L. LeBaron Dexter, Mattapoisett.
38	Charlemont, Florida, Havley, Heath, Monroe, . . . Rowe, . . .	1897 1897 1897 1902 1897 1897	353,299 152,012 143,192 152,663 138,818 170,782	10 4 7 5 3 5	$\frac{9}{32}$ $\frac{4}{32}$ $\frac{5}{32}$ $\frac{5}{32}$ $\frac{4}{32}$ $\frac{9}{32}$	210 93 98 75 140 63 117 19 70 32 117 18	351 55 156 25 234 38 195 32 117 20 195 30	1,600 00	April 25,	Marcus M. Mayhew, Heath.	Lynan E. Ruberg, Florida.
39	Ashby, . . . Townsend, . . .	1897 1897	469,749 1,107,910	6 9	$\frac{2}{16}$ $\frac{2}{16}$	300 00 450 00	500 00 750 00	1,500 00	July 1,	H. R. Foster, Ashby, send.	G. A. Wilder, Town- send.

			4	1 day. 1½ days. 2½ days.		150 00 225 00 375 00	250 00 350 00 625 00	1,500 00	Sept. 1,	Isaac Damon, Cochituate.	Mrs. Evora A. Wotton, Dover.
40	Dover, Subbury, Wayland, . . .	1898 1898 1898	4 7 13								
41	New Braintree, Sturbridge, West-Brookfield, . .	1898 1898 1898	5 13 8	¾ 4/10 ¾	225 00 300 00 225 00	375 00 500 00 375 00	1,500 00	May 20,	George K. Tufts, New Braintree.	Charles A. Blake, West Brookfield.	
42	Ayer, . . . West Boylston, . .	1898 1898	11 15	½ ½	375 00 375 00	625 00 625 00	1,600 00	July 1,	Albert W. Hinds, West Boylston.	George H. Brown, Ayer.	
43	Acton, Littleton, . . . Westford, . . .	1898 1898 1898	9 7 16	¾ ¾ ¾	225 00 150 00 375 00	375 00 250 00 625 00	1,600 00	Sept. 1,	Nathan A. Taylor, Littleton.	Charles J. Williams, Acton.	
44	Foxborough, West Newbury, . .	1899 1899	15 11	¾ ¾	450 00 300 00	750 00 500 00	1,500 00	July 1,	Josiah R. Gordon, West Newbury.	Addie J. Bemis, Foxborough.	
45	Medfield, . . . Walpole, . . .	1899 1899	8 15	¾ ¾	300 00 450 00	500 00 750 00	1,800 00	July 1,	J. Edward Plimpton, Walpole.	George Washburn, Medfield.	
46	Freetown, . . . Seekonk, . . . Somerset,† Swansea, . . .	1900 1900 1902 1900	8 9 9 11	¼ ¼ ¼ ¼	187 50 187 50 187 50 187 50	312 50 312 50 312 50 312 50	1,600 00	May 1,	Job Gardner, (South) Swansea.	Mrs. Viola N. Burns, Assonet.	
47	Marion, . . . Wareham, . . .	1900 1900	6 22	¾ ¾	300 00 450 00	500 00 750 00	1,500 00	June 1,	John Huxtable, Wareham.	A. C. Vose, Marion.	
48	Holden, . . . Oakham, . . . Paxton, . . . Rutland, . . .	1900 1900 1900 1900	16 5 3 6	¾ ¾ ¾ ¾	375 00 150 00 125 00 150 00	625 00 250 00 125 00 250 00	1,500 00	Aug. 1,	Jesse Allen, Oakham,	Mrs. Marian E. Warren, Holden.	
49	Ashfield, . . . Cunninghamton, . . . Goshen, . . . Plainfield, . . .	1900 1900 1900 1900	10 6 3 5	1/24 6/24 3/24 5/24	312 50 187 50 139,513 156 25	520 83 312 50 156 25 260 42	1,500 00	Sept. 1,	J. E. Urquhart, Ashfield.	Frederick G. Howes, Ashfield.	
50	Bedford, . . . Burlington, . . . Lincoln, . . . Wilmington, . . .	1900 1900 1900 1900	5 3 5 9	5/20 3/20 5/20 7/20	187 50 112 50 187 50 262 50	312 50 187 50 312 50 437 50	1,700 00	June 1,	Ernest H. Hosmer, Bedford.	Elihu G. Loomis, Bedford.	

† Added in 1902.

* Added in 1897.

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			Valuation.	Number of schools.	Service.	Salary.				Chairman.	Secretary.
51	Lynnfield, Wakefield.	1900	\$672,245	4	$\frac{1}{10}$	\$75 00	\$125 00	\$1,750 00	Aug. 1,	Mrs. Ida F. Carlisle, Wakefield.	J. W. Perkins, Lynnfield (Centre).
52	Anherst, Pelham.	1901	7,765,215	40	$\frac{9}{10}$	675 00	—	1,800 00	April 1,	John L. Brewer, Pelham.	H. B. Richardson, Anherst.
53	Barnardston, Hadley.	1901	3,201,414	18	$\frac{4}{5}$	600 00	250 00	1,500 00	April 15,	John W. Clark, (North) Hadley.	Samuel H. Field, Hatfield.
54	Blandford, Huntington, Montgomery, Russell.	1901	391,986	8	$\frac{9}{25}$	180 00	300 00	1,500 00	July 1,	C. B. Hayden, Blandford.	A. H. Nye, Russell.
55	Avon, Brook, Randolph.	1901	963,238	11	$\frac{11}{25}$	330 00	550 00	1,500 00	July 1,	Zenas A. French, Holbrook.	John E. McDonald, Randolph.
56	Douglas, Uxbridge.	1901	1,063,341	8	$\frac{8}{25}$	240 00	400 00	1,500 00	Sept. 1,	Francis P. Brady, Uxbridge.	Paul F. Ela, (East) Douglas.
57	Erving, Leverett, Shutesbury, Wendell.	1901	446,340	8	$\frac{4}{15}$	200 00	333 33	1,500 00	Aug. 1,	Arthur H. Gordon, Millers Falls.	Mrs. J. C. Richards, Erving.
58	Lee, Monterey, Otis, Tyngham.	1901	523,892	9	$\frac{5}{15}$	275 00	458 34	1,600 00	Sept. 1,	Augustus R. Smith, Lee.	J. J. Hassett, Lee.
59	Hinsdale, Peru, Savoy, Windsor.	1901	1,217,680	12	$\frac{1}{15}$	250 00	500 00	1,500 00	May 7,	C. S. Galusha, Windsor.	Thomas F. Barker, Hinsdale.
60	Reading, Topsfield.	1901	1,904,450	17	$\frac{2}{15}$	300 00	750 00	1,300 00	May 1,	Walter S. Parker, Reading.	A. T. Merrill, Topsfield.

61	Hullfax, Kingston, Pembroke, Plympton,	1901 1901 1901 1901	281,727 1,381,970 623,410 331,087	3 10 7 3	$\frac{2}{15}$ $\frac{9}{15}$ $\frac{5}{15}$ $\frac{5}{15}$	100 00 300 00 250 00 100 00	166 67 500 00 416 67 166 66	1,500 00	July 1,	John M. Monroe, Pembroke.	Herbert B. Keen, Plympton.
62	Marblehead, Newbury, Salisbury,	1901 1901 1901	6,515,979 1,083,134 686,230	28 6 8	$\frac{3}{5}$ $\frac{1}{5}$ $\frac{1}{5}$	450 00 150 00 150 00	250 00 250 00 —	1,800 00	Sept. 1,	Thomas W. Tucker, Marblehead.	Stuart L. Little, New- bury.
63	BillERICA, Hudson,	1901 1901	2,077,284 3,001,496	15 25	$\frac{1}{5}$ $\frac{1}{5}$	375 00 375 00	625 00 —	2,000 00	Sept. 1,	F. A. Casey, Bil- lerica.	Frank T. Beede, Hud- son.
64	Essex, Hamilton, Ipswich, Wenham,	1902 1902 1902 1902	992,608 2,448,210 3,367,048 1,137,575	9 8 19 5	$\frac{1}{5}$ $\frac{1}{5}$ $\frac{2}{5}$ $\frac{1}{5}$	150 00 150 00 300 00 150 00	250 00 250 00 — 250 00	1,500 00	July 1,	George W. Tozer, Ipswich.	John H. Cogswell, Ipswich.
65	Clarksbury, Hancock, Lanesborough, New Ashford,	1902 1902 1902 1902	342,417 283,146 470,469 52,690	6 6 6 1	$\frac{9}{18}$ $\frac{6}{18}$ $\frac{5}{18}$ $\frac{1}{18}$	250 00 250 00 208 33 41 67	416 67 416 67 347 21 69 45	1,500 00	Sept. 1,	Daniel Shepardson, Hancock.	Chauncey H. Tracy, Lanesborough.
66	Dana, Greenwich, New Salem, Prescott,	1902 1902 1902 1902	314,632 241,755 232,850 160,504	5 3 10 5	$\frac{4}{21}$ $\frac{2}{21}$ $\frac{2}{21}$ $\frac{2}{21}$	142 86 167 14 321 43 178 57	238 10 178 56 335 72 237 62	1,500 00	July 1,	Willard Putnam, New Salem.	Mrs. Nellie M. Brown, Dana.
67	Auburn, Sutton,	1902 1902	650,780 1,215,789	9 17	$\frac{2}{5}$ $\frac{3}{5}$	270 00 480 00	450 00 800 00	1,500 00	July 1,	Samuel Hodgkiss, Sutton.	John E. Gifford, Sut- ton.
68	Carver, Lakeville, Rochester,	1902 1902 1902	956,630 575,572 509,920	10 6 6	$\frac{4}{10}$ $\frac{3}{10}$ $\frac{3}{10}$	300 00 225 00 225 00	500 00 375 00 375 00	1,500 00	May 1,	Seth C. C. Finney, East Carver.	Henry S. Griffith, (South) Carver.
69	Mills, Norfolk, Westwood,	1902 1902 1902	734,945 615,626 1,566,204	6 5 6	$\frac{1}{5}$ $\frac{1}{5}$ $\frac{1}{5}$	250 00 250 00 250 00	416 67 416 67 416 66	1,500 00	Sept. 1,	Calvin S. Locke, Westwood.	Stephen T. Rockwood, Norfolk.
70	Mt. Washington, New Marlborough, Sheffield,	1902 1902 1902	92,872 557,363 880,975	2 10 11	$\frac{9}{50}$ $\frac{29}{50}$ $\frac{2}{50}$	75 00 285 00 330 00	125 00 475 00 650 00	1,500 00	July 1,	Herbert W. Weaver, Mt. Washington.	Samuel M. Fox, Shef- field.
71	Chesterfield, Williamsburg, Worthington,	1902 1902 1902	285,511 863,822 309,496	6 15 7	$\frac{1}{4}$ $\frac{1}{2}$ $\frac{1}{4}$	187 50 375 00 187 50	312 50 625 00 312 50	1,500 00	Sept. 1,	John Pierpont, Wil- liamsburg.	W. H. Baker, Chester- field.

Number.	UNIONS.	When formed.	AT TIME OF FOR- MATION.		EACH TOWN'S SHARE OF SUPERINTENDENT'S —		State aid to each town.	Superintend- ent's salary.	When super- intendent's year begins.	JOINT COMMITTEE.	
			Valuation.	Number of schools.	Service.	Salary.				Chairman.	Secretary.
72	Alford, . . . Egremont, . . . Richmond, . . . West Stockbridge, . .	. 1902 . 1902 . 1902 . 1902	\$164,887 447,762 322,544 407,777	3 4 7 8	$\frac{3}{2}$ $\frac{4}{22}$ $\frac{2}{22}$ $\frac{5}{22}$	\$102 27 136 36 238 64 272 73	\$170 45 227 27 337 73 454 55	\$1,500 00	July 1,	Lester T. Osborne, Alford.	C. H. Dorr, Rich- mond.
73	Berkley, . . . Dighton, . . . Rehoboth, . . .	. 1902 . 1902 . 1902	440,315 820,681 760,640	7 12 13	$\frac{4}{20}$ $\frac{7}{20}$ $\frac{9}{20}$	150 00 262 50 337 50	250 00 437 50 562 50	1,500 00	July 1,	Henry D. Greenlaw, Dighton.	Helen R. Strange, Assonet.
74	Charlton, . . . Leicester, . . .	. 1902 . 1902	1,123,590 2,419,780	14 17	$\frac{1}{2}$ $\frac{1}{2}$	375 00 375 00	625 00 625 00	1,500 00	Sept. 1,	Jonas Bemis, Charl- ton.	John N. Williamson, Leicester.
75	Boxborough, . . . Maynard, . . . Stow, . . .	. 1902 . 1902 . 1902	236,173 2,684,516 814,684	4 13 6	$\frac{2}{10}$ $\frac{5}{10}$ $\frac{3}{10}$	150 00 375 00 225 00	250 00 625 00 375 00	1,500 00	Sept. 23,	James J. Hilferty, Maynard.	Henry P. Smith, Stow.
76	Conway, . . . Deerfield, . . . Sunderland, . . . Whately, . . .	. 1903 . 1903 . 1903 . 1903	696,835 1,422,599 455,886 418,180	12 13 4 4	6.7 days. 7.2 days. 3.9 days. 2.2 days.	251 25 270 00 146 25 82 50	418 75 450 00 243 75 137 50	1,500 00	July 1,	C. G. Trow, Sunder- land.	H. S. Higgins, Whately.
77	Agawam, . . . Ludlow, . . .	. 1903 . 1903	1,456,657 2,317,014	15 18	$\frac{15}{32}$ $\frac{17}{32}$	351 56 398 44	585 94 664 06	1,500 00	July 1,	E. E. Chapman, Lud- low.	Fred A. Worthington, Agawam.
78	Granville, . . . Sandisfield, . . . Southwick, . . . Tolland, . . .	. 1903 . 1903 . 1903 . 1903	373,116 313,235 500,650 157,080	8 8 10 4	30 per cent. 20 per cent. 30 per cent. 20 per cent.	225 00 150 00 225 00 150 00	375 00 250 00 375 00 250 00	1,500 00	July 1,	Alice M. Carpenter, Granville.	Emma L. Stowe, Granville (Centre).
79	Dudley, . . . Webster, . . .	. 1903 . 1903	1,337,543 5,873,820	14 20	$\frac{1}{3}$ $\frac{2}{3}$	250 00 500 00	416 67 —	1,800 00	Aug. 1,	Frederick A. Brown, Webster.	R. A. Dunning, Dud- ley.
80	Merrimac, . . . North Andover, . . .	. 1903 . 1903	1,266,165 5,089,719	13 21	$\frac{1}{2}$ $\frac{1}{2}$	375 00 375 00	625 00 —	1,500 00	Sept. 1,	Fred S. Smith, North Andover.	S. D. Ashley, Merri- mac.

NOTE. — Of the foregoing unions, those numbered 28, 33, 39, 52, 68 and 69 were authorized by special acts of the Legislature.

SUPERVISION BY SUPERINTENDENTS OF SCHOOLS.

The law which went into effect July 1, 1902, requiring every town and city to employ a superintendent of schools, has been almost universally complied with, only eight towns remaining without a superintendent as required by the law. By the provisions of this law, — Revised Laws, chapter 42, sections 40–48, — all towns having a valuation of less than \$2,500,000 are required to effect unions for the employment of a superintendent of schools, one half of whose salary is paid by the towns and the other half by the State. All other towns are required at their own expense to employ a superintendent. The eight towns which at the close of 1903 were not employing a superintendent in accordance with statute requirement are as follows: Ashburnham, Belchertown, Boxford, Enfield, Gosnold, Middleton, Nantucket and Pepperell.

Of the above-named towns, Ashburnham, Boxford and Pepperell report that they have each elected a member of the school committee as superintendent, and are waiting for a convenient opportunity for joining a union, as they are required to do under the law.

The school committee of Belchertown has shown little disposition thus far to comply with the law, the only excuse offered in response to inquiries being that the town has refused to raise the necessary money.

Enfield and Middleton both report that efforts have been made to effect a union with other towns, but thus far have been unable to carry out their wish.

Gosnold, by reason of its isolated position, is practically unable to join with other towns, although it has made commendable efforts to do so.

A glance at the location of these towns upon the map will show that they cannot all be brought into superintendency unions without a readjustment of present union limits; and that, if the unions themselves will not make the needed changes, the Board of Education will be compelled to exercise the power conferred upon it by the Acts of 1903, chapter 299. The Board has exercised this power in only one instance, — that of a readjustment of towns in Barnstable County so as to include the towns of Brewster and Eastham in unions.

Nantucket is the only town now without a superintendent of schools that cannot be brought to a compliance with the law by means other than the will of the school committee of that town. It is hoped that its delay or inaction in carrying out the provisions of the law is not because there is no expressed penalty for non-compliance, or that it cannot see the advantages to be derived from a skilled supervision of its schools. There are two ways in which the law may be met, both in its letter and in its spirit: first, by making an arrangement with the towns of Dukes County whereby the superintendent there could make occasional visits to the island; and secondly, by making the principal of the high school superintendent, giving him an extra assistant, to enable him to have the needed time for supervision.

The following table gives a full list of superintendents, together with their salaries and addresses. The list is intended to be correct to Dec. 31, 1903.

SUPERINTENDENTS.	Salaries.	Addresses.	Superintendencies.
Adams, Charles F., . . .	\$1,500	Spencer, . . .	Spencer.
Adams, O. H., . . .	1,600	Warren, . . .	Holland, Wales, Warren.
Aldrich, George I., . . .	4,000	Brookline, . . .	Brookline.
Allen, H. L., . . .	1,500	Dalton, . . .	Cheshire, Dalton.
Anthony, John C., . . .	1,500	Wareham, . . .	Marion, Wareham.
Armstrong, George P., . .	1,950	Belmont, . . .	Belmont, Manchester.
Atkinson, Fred W., . . .	3,500	Newtonville, . . .	Newton.
Atwell, F. G., . . .	1,500	Baldwinsville, . .	Hubbardston, Phillipston, Royalston, Templeton.
Averill, Andrew P., . . .	1,600	Edgartown, . . .	Chilmark, Cottage City, Ed- gartown, Gay Head, Tis- bury, West Tisbury.
Badger, Abner A., . . .	1,800	Walpole, . . .	Medfield, Walpole.
Bagnall, Francis A., . . .	2,400	Adams, . . .	Adams.
Balliet, Thomas M., . . .	4,000	Springfield, . . .	Springfield.
Barbour, Albert L., . . .	1,800	Natick, . . .	Natick.
Barton, C. M., . . .	1,500	Hinsdale, . . .	Hinsdale, Peru, Savoy, Wind- sor.
Barton, Edmund B., . . .	1,500	Sutton, . . .	Auburn, Sutton.
Bates, Charles H., . . .	1,700	Middleborough, . .	Middleborough.
Bates, William C., . . .	3,300	Fall River, . . .	Fall iver.
Blodgett, S. F., . . .	2,000	South Framing- ham.	Framingham.
Bouton, Eugene, . . .	2,300	Pittsfield, . . .	Pittsfield.
Bowman, Mortimer H., . .	1,500	Barre, . . .	Barre, Hardwick, Petersham.
Boyden, C. F., . . .	2,400	Taunton, . . .	Taunton.

SUPERINTENDENTS.	Salaries.	Addresses.	Superintendencies.
Bradley, John E., . . .	\$1,500	Randolph, . . .	Avon, Holbrook, Randolph.
Brehaut, James W.,* . . .	1,800	N o r t h A t t l e - borough.	North Attleborough.
Brick, Francis S., . . .	1,500	Uxbridge, . . .	Douglas, Uxbridge.
Brockway, Clarence E., . . .	1,600	West Springfield, . .	West Springfield.
Brooks, Stratton D.,† . . .	3,780	Boston, . . .	Boston.
Burke, John E., . . .	3,000	Lawrence, . . .	Lawrence.
Campbell, A. H., . . .	1,500	S o u t h H a d l e y Falls.	Granby, South Hadley.
Carfrey, J. H., . . .	1,800	Northampton, . .	Northampton.
Carlisle, Ellor E.,† . . .	3,780	Boston, . . .	Boston.
Carr, Ernest P., . . .	1,500	North Dartmouth,	Dartmouth, Westport.
Chace, Seth Howard, . . .	1,600	Ayer, . . .	Ayer, West Boylston.
Chaffin, W. E., . . .	1,625	West Dennis, . .	Brewster, Dennis, Yarmouth.
Chapman, John L., Jr., . . .	1,500	Chester, . . .	Becket, Chester, Middlefield, Washington.
Chickering, George E., . . .	1,500	81 Berkeley Street, Lawrence.	Merrimac, North Andover.
Childs, H. C.,* . . .	1,800	Swampscott, . .	Swampscott.
Clapp, George I., . . .	1,800	Woburn, . . .	Woburn.
Clay, Charles L., . . .	1,530	Harvard, . . .	Bolton, Boylston, Harvard, Shirley.
Cogswell, Francis, . . .	3,500	Cambridge, . . .	Cambridge.
Collins, Arthur J., . . .	1,500	Sheffield, . . .	Mount Washington, New Marlborough, Sheffield.
Conley, George H.,† . . .	3,780	Boston, . . .	Boston.
Coons, Charles A.,* . . .	1,600	Stockbridge, . .	Stockbridge.
Corbin, F. E.,* . . .	2,000	Southbridge, . .	Southbridge.
Corlew, Rufus E., . . .	1,500	Cochituate, . .	Dover, Sudbury, Wayland.
Cox, George W., . . .	2,000	Ware, . . .	Ware.
Cragin, W. N., . . .	1,700	Bedford, . . .	Bedford, Burlington, Lincoln, Wilmington.
Cummings, William H., . . .	1,500	Hadley, . . .	Bernardston, Hadley, Hat- field.
Danforth, G. H., . . .	2,000	Greenfield, . . .	Greenfield.
Davis, William D., . . .	1,500	North Dana, . .	Dana, Greenwich, New Salem, Prescott.
Davison, Frank P., . . .	1,600	Turner's Falls, . .	Montague.
Dean, Harold M., . . .	1,600	Palmer, . . .	Palmer.
Dixon, Edward, . . .	1,500	Orange, . . .	Orange.
Douglas, Frank A.,* . . .	1,500	Winthrop, . . .	Winthrop.
Draper, Frank O., . . .	2,500	Hyde Park, . . .	Hyde Park.
Eaton, Charles M.,* . . .	1,900	Weston, . . .	Weston.
Eaton, William L.,* . . .	2,700	Concord, . . .	Concord.
Edgerly, Joseph G., . . .	2,700	Fitchburg, . . .	Fitchburg.
Evans, Osman C., . . .	1,500	North Easton, . .	Easton.
Fisher, Gilman C., . . .	2,000	Great Barrington,	Great Barrington, Leuox.

* Unites teaching with supervising.

† Supervisor.

SUPERINTENDENTS.	Salaries.	Addresses.	Superintendencies.
Fitts, Edward P., . . .	\$1,650	Mansfield, . . .	Mansfield, Sharon, Stoughton.
Freeman, L. A., . . .	1,500	Foxborough, . . .	Foxborough, West Newbury.
Fuller, Robert J., . . .	1,700	Norwood, . . .	Norwood.
Gamwell, Irving H.,* . . .	1,600	Franklin, . . .	Franklin.
Gifford, John B., . . .	1,800	Marblehead, . . .	Marblehead, Newbury, Salisbury.
Goodhue, E. W., . . .	1,500	Haydenville, . . .	Chesterfield, Williamsburg, Worthington.
Goodwin, Charles W., . . .	1,500	West Brookfield, . . .	New Braintree, Sturbridge, West Brookfield.
Gray, John C., . . .	2,000	Chicopee Falls, . . .	Chicopee.
Gregory, B. C., . . .	2,800	Chelsea, . . .	Chelsea.
Grout, Edgar H., . . .	1,500	East Bridgewater, . . .	East Bridgewater, Raynham, West Bridgewater.
Grover, G. Alvin, . . .	1,600	Charlemont, . . .	Charlemont, Florida, Hawley, Heath, Monroe, Rowe.
Gushee, W. E., . . .	1,500	Agawam, . . .	Agawam, Ludlow.
Haley, C. W., . . .	1,700	Milford, . . .	Milford.
Hall, Charles P., . . .	1,500	Shelburne Falls, . . .	Buckland, Colrain, Shelburne.
Hall, I. Freeman, . . .	2,850	North Adams, . . .	North Adams.
Hardy, A. L., . . .	1,800	Amherst, . . .	Amherst, Pelham.
Hatch, William E., . . .	3,500	New Bedford, . . .	New Bedford.
Hayward, Harriet S., Ass't, . . .	1,000	Brockton, . . .	Brockton.
Heavens, Francis J., . . .	2,000	Plymouth, . . .	Plymouth.
Hervey, Henry D., . . .	2,500	Malden, . . .	Malden.
Hill, Frank H., . . .	1,600	Harwich, . . .	Chatham, Eastham, Harwich, Orleans.
Hine, Roderick W., . . .	2,200	Dedham, . . .	Dedham.
Holmes, Stanley H., . . .	2,300	Haverhill, . . .	Haverhill.
Howard, Nelson G., . . .	2,100	Hingham Centre, . . .	Cohasset, Hingham, Hull.
Howard, Elmer F., . . .	1,500	East Northfield, . . .	Gill, Leyden, Northfield, Warwick.
Hoyt, William A., . . .	1,500	North Brookfield, . . .	Brookfield, North Brookfield.
Humphrey, Chester W., . . .	1,500	Rochester, . . .	Carver, Lakeville, Rochester.
Hunt, Charles L., . . .	1,800	Clinton, . . .	Clinton.
Hutchinson, S. C., . . .	1,500	Dighton, . . .	Berkley, Dighton, Rehoboth.
Jacoby, Asher J., . . .	2,400	East Milton, . . .	Milton.
Johnson, G. E., . . .	1,800	223 Parkview Ave., . . .	Dracut, North Reading, Lowell.
Jones, Herbert J., . . .	1,500	Holden, . . .	Tewksbury, Tyngsborough, Rutland.
Kelly, William P., . . .	1,800	Attleborough, . . .	Holden, Oakham, Paxton, Attleborough.
Kendall, F. L., . . .	1,500	Chelmsford, . . .	Carlisle, Chelmsford, Dunstable.
Keyes, Austin H., . . .	1,600	Lee, . . .	Lee, Monterey, Otis, Tyringham.
Kingman, F. W., . . .	1,300	Hyannis, . . .	Barnstable.
Knowlton, George H., . . .	1,600	South Swansea, . . .	Freetown, Seekonk, Somerset, Swansea.
Lea, Watson C., . . .	1,600	Oxford, . . .	Millbury, Oxford.

* Unites teaching with supervising.

SUPERINTENDENTS.	Salaries.	Addresses.	Superintendencies.
Lewis, Alvin R., . . .	\$1,500	Provincetown, .	Provincetown, Truro, Wellfleet.
Lewis, Mary L., Ass't, .	1,200	Cambridge, . .	Cambridge.
Lewis, Homer P., . . .	4,000	Worcester, . .	Worcester.
Lincoln, Mary L., . . .	900	Lancaster, . .	Lancaster.
Locke, David B., . . .	1,600	Winchendon, .	Lunenburg, Winchendon.
Loring, Everett G., . .	1,500	Kingston, . .	Halifax, Kingston, Pembroke, Plympton.
Lunt, William P., . . .	1,200	Newburyport, .	Newburyport.
Lyman, C. S.,	1,800	Amesbury, . .	Amesbury.
McCooley, Joseph P., .	900	Blackstone, . .	Blackstone.
McDougall, James A., .	1,400	Braintree, . .	Braintree.
Mackin, John C., . . .	1,500	Maynard, . . .	Boxborough, Maynard, Stow.
Manning, John H.,* . .	1,550	Groton,	Groton.
Marsh, Frank M., . . .	1,500	Fairhaven, . .	Acushnet, Fairhaven, Mattapoisett.
Martin, George H.,† . .	3,780	Boston,	Boston.
Mason, Wallace E., . .	1,500	Leicester, . .	Charlton, Leicester.
Melcher, S. A.,* . . .	2,250	Whitinsville, .	Northbridge.
Merriam, B. J.,	1,500	Grauville, . . .	Granville, Sandisfield, Southwick, Tolland.
Metcalf, Robert C., . .	2,000	Winchester, . .	Winchester.
Miller, W. D.,	1,600	Easthampton, .	Easthampton, Southampton, Westhampton.
Minard, G. C.,	1,700	Wrentham, . . .	Norton, Wrentham.
Mitchell, Walter G., . .	1,200	Williamstown, .	Williamstown.
Morrell, James G., . . .	2,000	Hudson,	Billerica, Hudson.
Morss, Charles H., . . .	2,800	Medford,	Medford.
Morton, Orion A., . . .	1,500	Georgetown, . .	Georgetown, Groveland, Rowley.
Nash, Louis P.,	3,000	Holyoke,	Holyoke.
Nickerson, Fred H., . .	2,200	Melrose,	Melrose.
Page, Frank R.,	1,900	Watertown, . .	Watertown.
Palmer, Corwin F., . . .	1,800	Andover,	Andover.
Parker, Walter S.,† . .	3,780	Boston,	Boston.
Parkinson, William D., .	2,200	Waltham,	Waltham.
Parlin, Frank E., . . .	2,500	Wollaston, . .	Quincy.
Peaslee, Frank J., . . .	2,700	Lynn,	Lynn.
Perkins, James S., . . .	1,800	Canton,	Canton.
Perkins, John W., . . .	2,500	Salem,	Salem.
Perrin, Marshall L.,* . .	1,500	Wellesley Hills, .	Wellesley.
Pitman, J. Asbury, . . .	2,100	Marlborough, .	Marlborough.
Poland, Mary L.,	1,550	15 Myrtle Street, Springfield.	East Longmeadow, Hampden, Longmeadow, Wilbraham.
Pope, F. S., Jr.,	1,500	Sandwich,	Bourne, Mashpee, Sandwich.

* Unites teaching with supervising.

† Supervisor.

SUPERINTENDENTS.	Salaries.	Addresses.	Superintendencies.
Porter, Henry W.,*	\$1,900	Lexington, . .	Lexington.
Pratt, Louis A., . . .	1,200	Danvers, . . .	Danvers.
Price, Wilfred H., . .	1,550	Holliston, . . .	Holliston, Medway, Sherborn.
Putney, Freeman, . . .	2,300	Gloucester, . . .	Gloucester.
Record, C. A.,	1,500	Assinippi, . . .	Hanover, Hanson, Norwell.
Richardson, Herbert E., .	1,600	Littleton, . . .	Acton, Littleton, Westford.
Robinson, Albert, . . .	1,700	Peabody,	Peabody.
Robinson, Ernest W., . .	1,800	Webster,	Dudley, Webster.
Rugg, George,	1,500	Princeton, . . .	Princeton, Sterling, Westminster.
Russell, B. B.,	2,700	Brockton, . . .	Brockton.
Safford, Adelbert L., . .	2,000	Beverly,	Beverly.
Sanderson, W. H., . . .	2,000	Bridgewater, . .	Abington, Bridgewater.
Seaver, Edwin P., . . .	6,000	Boston,	Boston.
Sherman, Elmer E., . . .	1,600	East Weymouth, .	Weymouth.
Simmons, Charles L., . .	2,000	Westfield, . . .	Westfield.
Sims, William F., . . .	1,500	Northborough, .	Berlin, Northborough, Shrewsbury, Southborough.
Small, Robert O., . . .	1,700	Grafton,	Grafton, Upton.
Southworth, Gordon A., .	3,000	Somerville, . . .	Somerville.
Stanger, Asa O.,	1,400	Falmouth, . . .	Falmouth.
Stearns, Mrs. Cora A., .	1,500	Wendell Depot, .	Erving, Leverett, Shutesbury, Wendell.
Stevens, Charles E., . .	2,000	Stoneham, . . .	Stoneham, Saugus.
Stone, Melville A., . . .	1,300	Reading,	Reading, Topsfield.
Sutcliffe, Frank S.,* . .	2,500	Arlington, . . .	Arlington.
Sweet, Frank W.,	1,500	West Stockbridge,	Alford, Egremont, Richmond, West Stockbridge.
Tangney, James H.,† . .	1,000	Rockland, . . .	Rockland.
Taylor, Herbert F., . . .	1,700	Hopedale, . . .	Bellingham, Hopedale, Mendon.
Thompson, Alfred C., . .	1,850	Wakefield, . . .	Lynnfield, Wakefield.
Thompson, Andrew S., . .	1,500	Ipswich,	Essex, Hamilton, Ipswich, Wenham.
Thompson, Thomas E., . .	2,000	Leominster, . . .	Leominster.
Thompson, Victor V., . .	1,500	Hopkinton, . . .	Ashland, Hopkinton.
Tuttle, O. A.,*	1,250	Nahant,	Nahant.
Van Ornum, F. B., . . .	1,500	Cheshire,	Clarksburg, Hancock, Lanesborough, New Ashford.
Walradt, Henry M., . . .	1,800	Whitman,	Needham, Whitman.
Waldron, H. C.,*	1,800	Westborough, . .	Westborough.
Ward, W. Scott,	1,900	Athol,	Athol.
Warren, J. E.,	1,500	Huntington, . . .	Blandford, Huntington, Montgomery, Russell.
Webber, Arthur B., . . .	1,500	Ashfield,	Ashfield, C u m i n g t o n , Goshen, Plainfield.
West, M. J.,	1,500	Millis,	Millis, Norfolk, Westwood.

* Unites teaching with supervising.

† Member of the school committee.

SUPERINTENDENTS.	Salaries.	Addresses.	Superintendencies.
Wetherell, Harriot A., . .	\$1,200	Rockport, . .	Rockport.
Wheeler, F. A.,	1,500	Monson,	Brimfield, Monson.
Wheeler, Ulysses G., . .	2,200	Everett,	Everett.
Whitcomb, Arthur K., . .	3,000	Lowell,	Lowell.
White, A. Everett, . . .	1,500	Methuen,	Methuen.
White, Maurice P.,* . . .	3,780	Boston,	Boston.
Whitney, Fairfield, . . .	1,500	Townsend,	Ashby, Townsend.
Willard, Edgar L., . . .	1,500	Marshfield Hills, .	Duxbury, Marshfield, Scitu- ate.
Willison, Myron J., . . .	1,500	South Deerfield, .	Conway, Deerfield, Sunder- land, Whately.
Winslow, William H., . .	2,000	Revere,	Revere.
Wood, Judsou I.,	2,100	Gardner,	Gardner.

* Supervisor.

TEACHERS' INSTITUTES.

There have been held during the year twenty-two teachers' institutes, the details of which are given in the following table:—

WHERE HELD.	Date.	Number of towns rep- resented.	Number of members.	Number of exercises.	By whom conducted.
Ayer,	Nov. 9,	12	125	13	J. W. MacDonald.
Barnstable,	Nov. 5,	15	152	11	J. T. Prince.
Belchertown,	Nov. 13,	3	29	8	G. T. Fletcher.
Charlemont,	April 28,	6	36	5	G. T. Fletcher.
Colrain,	May 15,	3	36	6	G. T. Fletcher.
Cummington,	April 29,	7	41	6	G. T. Fletcher.
Dana (North),	Nov. 12,	4	23	7	G. T. Fletcher.
Deerfield (South), . .	Dec. 17,	5	19	5	G. T. Fletcher.
Deerfield (South), . .	Dec. 18,	4	32	9	G. T. Fletcher.
Fall River,	May 1,	10	503	15	J. T. Prince.
Framingham,	Oct. 14,	15	391	20	J. W. MacDonald.

WHERE HELD.	Date.	Number of towns represented.	Number of members.	Number of exercises.	By whom conducted.
Granville, . . .	Sept. 30,	4	20	6	G. T. Fletcher.
Huntington, . . .	Oct. 9,	8	53	11	G. T. Fletcher.
Mansfield, . . .	Oct. 7,	9	237	14	J. T. Prince.
Medway, . . .	Oct. 5,	12	156	13	J. T. Prince.
Montague, . . .	April 30,	5	25	7	G. T. Fletcher.
Newburyport, . . .	Oct. 12,	14	223	19	J. W. MacDonald.
Northbridge, . . .	May 15,	9	171	17	J. W. MacDonald.
Northfield, . . .	May 1,	5	25	7	G. T. Fletcher.
Wareham, . . .	Oct. 19,	9	106	13	J. T. Prince.
Warren, . . .	April 17,	9	161	16	J. W. MacDonald.
Whitman, . . .	Oct. 2,	18	310	13	J. T. Prince.
Totals, . . .	—	186	2,874	241	

These institutes were divided among the agents of the Board as follows :—

	Institutes.	Towns.	Teachers.	Exercises.
Mr. Prince,	6	73	1,464	79
Mr. Fletcher,	11	54	339	77
Mr. MacDonald,	5	59	1,071	85
Totals,	22	186	2,874	241

THE AGENTS OF THE BOARD.

The principal advisory relation of the Board to the public schools is maintained through its agents. By them the first-hand information is gathered which keeps the Board in close touch with the educational spirit and the progress of the schools

in each of the three hundred and fifty-three separate municipalities of the Commonwealth. While the tendency in later years has been in the direction of the specialization of the duties of the several agents, the calls for their aid and advice are still so numerous and varied as to make constant demand upon their versatility and experience.

The reports annexed hereto will give a brief outline of the work of each individual agent, but the nature of the service rendered by them is and can be only partially and imperfectly formulated in a report. While each has a general field of labor, much service is required of each outside of his particular field.

Mr. Prince has given a portion of his time to the formulation and execution of the plan for a State examination of teachers, which has been carried out under his direction with characteristic system, thoroughness and care. While the demand for such an examination has proved disappointing, the trial has been made with zeal and discretion. Mr. Prince has also prepared with patient accuracy the analysis and comparisons from statistical data which form the preceding portion of this report.

Mr. MacDonald's sphere of activity has been among the high schools. The different forms of approval now required of the Board as prerequisite to State aid to high schools render this service one of the most important duties. It is a service that requires judgment, discrimination and tact, as well as tireless energy and activity.

Mr. Fletcher's work among the sparsely settled communities of the western portion of the State is rendered doubly useful from his long experience with such conditions, — the wide difference between the segregation of the city schools and the isolation of those in the rural town. All of the agents have been called upon for advice upon the matter of district supervision, — by the towns as to the formation and continuance of their district relations and the selection of proper superintendents, and by the superintendents for aid in the solution of the almost endless matters of detail which arise in connection with instruction and administration.

Mr. Sargent from his training and experience takes up the oversight of the instruction in drawing with a quiet zeal and

resourceful manner which promises improvement in method and continuing and progressive interest in this important and practical field.

Mr. Peterson, who was secured for the year to make a special inspection of the normal schools in the State as compared with those in other portions of the country, has given his attention to this service. His recognized ability, life-long experience, alert observation and judicial temperament exceptionally qualify him for such a duty, and his report in the appendices will be read with great interest.

THE LOUISIANA PURCHASE EXPOSITION.

In response to a request from a committee of the Board, the State Commission for the Louisiana Purchase Exposition set aside a generous portion of the State appropriation to be devoted to the preparation of an exhibit of the educational interests of the Commonwealth. The detail was placed in the hands of Mr. George E. Gay, a gentleman admirably fitted for the position by taste, ability and experience. He has secured the aid of local school authorities and the co-operation of the leading educational institutions of the State in the preparation of an exhibit to which we may look forward with confident pride.

EDUCATION OF THE DEAF.

While the State does not own or control an institution for the education of deaf children, it pays for their care and instruction in several institutions to which the parents may elect to have them sent. As full printed reports of each of these institutions are readily accessible, it seems to be unnecessary to make extended reference to them here.

The Clarke School for the Deaf, Northampton.

MISS CAROLINE A. YALE, *Principal.*

The number of pupils in the school the past year was 151; of these, Massachusetts supported 123.

The year in the school has been one of usual success. This school is the pioneer in America for the introduction of articulation and lip-reading by the deaf as the sole method of instruction.

All of the original corporators of the Clarke school, appointed by the act of Legislature, are now dead. Mr. Hubbard, who was the last survivor, died in 1897. Originally one of the most earnest promoters of the enterprise, he exhibited an ever-increasing faith in the oral method, and gave the school devoted service to the end of his life.

The school greatly needs an ample building, with rooms fitted with every appliance for instruction, and containing a large assembly room and a room devoted to the normal class. There would be a fitness in enlarging the normal class so that a number of college men should each year receive instruction and practice, and, choosing this beneficent work, should devote to it the influence of the highest training.

Religious principles are commended to the children without discrimination as to denomination or church.

The American School for the Deaf at Hartford.

JOE WILLIAMS, L.H.D., *Principal.*

The number of pupils from Massachusetts during the year was 70, — 48 boys and 22 girls.

It has been found a decided benefit, on the whole, to separate the younger pupils from the older in their life out of school.

Among the admissions of the past three years were 8 pupils whose ages ranged from fourteen to twenty-four years. Most of these pupils have passed the age when they could acquire a command of the English language, which is the chief thing for the pupils to master. There is a tendency also to admit children who are too young.

The school work of the year was successfully prosecuted on the same lines in the main as in previous years. Much attention is given to manual training. The school has arranged a course to cover a period of twelve years, — a term which is considered none too long for the education of deaf pupils.

The increase in the expenses of the school has rendered it necessary to increase the per capita charge for board and tuition from \$225 to \$250 per annum.

Horace Mann School for the Deaf, Boston.

MISS SARAH FULLER, *Principal.*

On the opening day of the last school year there were enrolled 118 pupils of the preceding year, — 60 boys and 58 girls. During the year 26 new pupils were admitted and 9 left, making a total at the end of the year of 135. Of these, 86 were residents of Boston and 49 came from surrounding towns. The fact that more than half of the pupils came from suburban places is significant, in that it shows that a day school for the deaf can be successfully maintained on a plane with other public schools.

In addition to following the primary and grammar school courses of study outlined for the other public schools, a carefully arranged plan of manual work is provided. Those who attended the school exhibits during the year realize what conscientious, faithful effort has been made by both teachers and pupils. This was more fully exemplified in the exhibit during the week of the National Educational Association last July.

During the year the Boston Parents' Education Association published a book entitled "An Offering for the Deaf." This book was given to the public, and contained information relative to the school and the progress of the articulation method which governs it.

In recognition of the value of the Horace Mann School, a legacy of \$1,000 was left it during the year by the late Elizabeth Lewis. The school received also a gift of the Century Dictionary (ten volumes and a bookcase) from the leading residents of a New Hampshire town, in appreciation of what Miss Fuller and the special teacher of articulation had done in behalf of an adult inhabitant during the vacation.

The Boston School for the Deaf.

THOMAS MAGENNIS, *Superintendent.*

The present number of pupils in the school is 44, — 19 boys and 25 girls.

The management and the teaching of a class of deaf children require more than the ordinary teacher's equipment. No matter how thoroughly the teachers have prepared themselves

for the work by special training, unless they are in love with their profession and are willing to make great sacrifices for it they can hope for only partial success. It is comparatively easy to go through the form of teaching as outlined in the manuals for teachers of the deaf, but to succeed in making them learn and understand their lessons demands an effort, both physical and mental, far greater than is necessary in the teaching of hearing children. The pupils are taught by the oral method, all instruction being given by means of speech and lip-reading. No signs are used, nor is the manual alphabet taught. All of the Christian virtues are instilled into the minds of the pupils daily, in class and out of class.

The general health of the pupils has been especially good. The usual attention was given during the year to the examination and treatment of the ear and throat by Dr. T. J. Reardon.

Sarah Fuller Home for Little Deaf Children.

Miss ELIZA L. CLARK, *Matron and Principal.*

It is now fifteen years since the Sarah Fuller Home was founded by Mrs. Francis Brooks.

During the past year there were 10 boarding and 3 day pupils; 5 new pupils were admitted.

A group of West Medford children have for the past four years shown a most gratifying interest in the Home. Each year they have held a fair at the house of Mrs. J. W. Phinney, that of this year bringing \$205.02 to the treasury. The sum of \$2,500 has been transferred from the general funds of the Home to the Sarah Fuller Home fund, which now lacks \$12,000 of the \$50,000 which is the modest sum required to assure the permanency of this charity. The cash in the hands of the treasurer on June 1 was \$7,304.27. The annual expenses are about \$5,200. It will be seen that the financial position of the Home, while satisfactory, does not preclude the need of assistance.

The results obtained in the work of the Home have amply justified Mrs. Brooks's belief that deaf children should receive systematic instruction at a much earlier period than hearing children. The number of pupils is limited, as satisfactory results can be attained only where careful personal attention is

given to all, and where the need of each individual is appreciated. The success of the school is largely due to the wise management of Miss Clark.

Dr. Kennedy and Dr. Sargent have generously continued their gratuitous professional services, and the renewed thanks of the school are extended to them.

EDUCATION OF THE BLIND.

Perkins Institution and Massachusetts School for the Blind.

M. ANAGNOS, *Director.*

At the beginning of the present school year, Oct. 1, 1903, there were 284 persons enrolled at the Perkins Institution. This number includes 165 in the main school in South Boston, 102 in the kindergarten department at Jamaica Plain and 17 in the workshop for adults. At the present time there are 165 beneficiaries of Massachusetts.

Under the favorable conditions which have existed throughout the past year, the work of the school has progressed steadily and satisfactorily along every line. No department of the school is permitted to flourish at the expense of another, but, the value of every side of mental training being fully recognized, all branches included in the curriculum are made to play their part in producing the symmetrical development of the whole nature of the pupil. The equipment of the school has been enlarged, and the facilities for carrying on its work have been greatly enhanced this year by the extension of one wing of the main building, affording new schoolrooms, an enlarged hall and better accommodations for the domestic arrangements of the household.

The keynote of the endeavors of the teachers has been to develop the activities and discipline the powers of the pupils. The record of the work done in the music department of the school is exceedingly satisfactory. The instruction therein is systematic and thorough. The course of physical and manual training holds a place in the first rank of the studies included in the school curriculum. It starts from the kindergarten and extends upward through the different grades of the school. Owing to the careful arrangement and systematic progression of its exercises, sloyd yields far more satisfactory results than

any other system of manual training. The library is the nucleus of the intellectual life of the school, and no department is independent of its resources. Its shelves are filled with a great variety of the best literature, suited to meet the requirements of every seeker for information, intellectual stimulus or recreation.

The impetus gained in the kindergarten department is felt throughout the school days of the pupils. The advantage of placing a child under training in his early formative years is urged upon the parents. The opening of the primary building for little girls is of great benefit to them, as the establishment of a similar one proved to be in the case of the little boys. It allows the continuation of their training for a few more years under individual care and attention.

To Thomas Stringer the year has been a notable one. It has witnessed his graduation with credit among the seeing pupils of the Lowell public grammar school in Roxbury.

The Instruction of the Adult Blind in their Homes. — Number of blind persons visited, 135; number taught, 88; number refusing instruction, 47. Number receiving instruction: in the several systems of reading, 104; writing, 28; sewing, 10; knitting, 22; crocheting, 2; musical Braille, 3; playing upon the violin, 1; tuning pianofortes, 3; caning chair-seats, 25. Summary of work done by the teachers: calls made, 611; lessons given, 1,781; miles travelled, 45,356.

The conclusion of another year's work in the instruction of the adult blind in their homes strengthens the conviction that this method of training is both wise and beneficial, and has gone far toward solving the problem how best to impart courage and ambition to those whose activities have ceased through the loss of the visual sense.

One of the most arduous tasks of the teachers is the difficulty which they have in many cases, particularly among the older pupils, in convincing them that they can learn, and in awakening the ambition. Once this has been done, there is practically no limit to what may be accomplished. The substitution of the hand for the eye is one of the technical difficulties of the work. Skill in using the hand is frequently more difficult to acquire than a well-developed sense of touch. The pupil must

learn to judge distances and determine direction with sufficient accuracy to prevent the hand from going astray. This is especially true in the manual occupations.

The four teachers employed in the work have labored faithfully for its success, and through their efforts very satisfactory results have been attained. Apportioning the different sections of the State among themselves, they travel constantly and systematically from place to place, utilizing time, distance and money to the best advantage. They suit to the special needs of each case the training and instruction which they can supply. Owing to the many demands upon their attention, the teachers cannot visit the students as constantly as desirable. It is the custom of the instructors to press into volunteer service some available member of the family who receives suggestions as to how the work is conducted, and in this way becomes a sort of assistant.

The names and addresses of the teachers are as follows: Miss Lillian R. Garside, 57 Pearl Street, South Framingham, Mass.; Miss Lydia Y. Hayes, 52 Dartmouth Street, Somerville, Mass.; Mr. Edward Schuerer, 15 Warriner Avenue, Springfield, Mass.; Mr. John Vars, 116 Huntington Avenue, Boston, Mass.

EDUCATION OF THE FEEBLE-MINDED.

The Massachusetts School for the Feeble-minded, Waltham.

WALTER E. FERNALD, M.D., *Superintendent.*

The number of feeble-minded persons in the school at Waltham is 668; the number of adult males at the colony at Templeton is 132; total, 800. Of these, the Commonwealth supports 328 in the school department and 472 in the custodial department. There are 321 inmates supported in the custodial department by cities and towns, and 37 beneficiaries from other States, paying, under the statute, \$300 each per year. There are 47 private pupils.

Under the act of 1901 the Commonwealth appropriated \$67,767 for the support of State inmates. The current expenses for the school year have been \$142,584.43, or \$3.48 for each inmate per week.

By the act of 1902 the sum of \$95,000 was granted for the

erection of two dormitories and additions to the administration building and to the electric lighting and heating plants. Of this, the amount of \$15,000 has been expended, in addition to \$12,000 left over from the appropriation of 1901,—in all about \$27,000.

Under the same appropriation a dormitory for about 60 young women has been in process of construction. Plans for the second dormitory, for the manual and industrial training building and for the enlargement of the bakery have been approved by the State Board of Insanity, and contracts for the work have been signed. No work has been done upon the house for the superintendent, nor has anything been done for a new colony at Templeton, for which appropriations have been granted.

The land for the proposed coal trestle and side track has been deeded to the Commonwealth, and negotiations are being made for the construction.

The school has been conducted as nearly as possible upon the lines laid down by Dr. Howe, to whom the school is indebted for its existence.

Of the 97 admissions to the school, 51 were young, teachable pupils; 19 were young women over fourteen years of age.

All serious cases of illness have been cared for in the new hospital. The custom of sending children having defective eyesight to an oculist for treatment has been continued.

The schoolroom classes have been unusually successful. The carefully kept records show acquirements and progress from term to term.

Miss C. B. Ellis, a graduate of the Boston Normal School of Gymnastics, has entire charge of the physical training of the pupils. Much attention is given to individual cases of physical defect.

The manual training classes are in charge of Miss Bertha Johnson, a graduate of the Sloyd Training School of Boston. The sloyd work compares favorably with that of public school pupils of the same age.

One of the functions of a school of this sort is to provide clinical instruction for medical and other students. Graduate classes of medical students are given clinics, where they are

shown groups of cases illustrating various types of mental defects. Classes from colleges and normal schools also visit the school, to observe matters of psychological or pedagogical interest.

PAROCHIAL SCHOOLS.

From the annual report of the Rev. Louis S. Walsh, supervisor of the Catholic free elementary schools in the Archdiocese of Boston, it appears that the total registration in October last, in the 68 parishes, was 45,786, — an increase of about 1,200 over the corresponding period in the previous year. Of these pupils, 19,771 are boys and 26,015 girls. The number of teachers reported is 942, of which 802 are Sisters. A French school taught by lay teachers has been opened in connection with the new parish of the Sacred Heart at Amesbury. The Marist Brothers have taken charge of the St. Joseph's boys' school (French) at Haverhill, and two new religious communities have been introduced, the "Daughters of Jesus" at St. Joseph's French school at Waltham and the "Sisters of the Holy Childhood of Jesus and Mary" at St. Joseph's French school in Salem.

The practice of having "school libraries" or select books of reference and supplementary reading sent free by the Boston Public Library to the Catholic schools of the city, which has proved so beneficial in the past, is to be extended so as to eventually include all the Catholic schools in the city.

It appears from complete returns of the whole State that there are 76,332 children in all the parochial schools in the State. The following is a complete statistical table of these schools for the entire State : —

STATISTICS OF PAROCHIAL SCHOOLS, SCHOOL YEAR 1903-04.
Archdiocese of Boston.

COUNTY.	City or town.	Parish.	Boys.	Girls.	Total.	Teachers.	Sisters.	Brothers.	Laymen.	Laywomen.	Total.
Suffolk, .	Boston, .	Cathedral, Sanctuary	60	-	60	Lay, . . . . .	. . . . .	-	-	3	3
Suffolk, .	Boston, .	St. James,	-	210	210	Sisters of Notre Dame, . . . . .	. . . . .	-	-	-	5
Suffolk, .	Boston, .	St. Mary,	275	311	586	Sisters of Notre Dame and Lay, . . . . .	. . . . .	-	-	3	13
Suffolk, .	Boston, .	St. Stephen,	223	276	499	Sisters of Notre Dame and Lay, . . . . .	. . . . .	-	-	2	15
Suffolk, .	Boston, Roxbury, .	Our Lady of Perpetual Help,	891	967	1,858	School Sisters of Notre Dame, . . . . .	. . . . .	-	-	1	29
Suffolk, .	Boston, Roxbury, .	St. Patrick,	-	721	721	Sisters of Charity, Halifax, . . . . .	. . . . .	-	-	-	16
Suffolk, .	Boston, Roxbury, .	St. Joseph,	224	334	558	Sisters of Charity, Madison, . . . . .	. . . . .	-	-	-	11
Suffolk, .	Boston, Roxbury, .	St. John,	229	280	509	Sisters of Charity, Madison, . . . . .	. . . . .	-	-	-	12
Suffolk, .	Boston, Jamaica Plain, .	St. Thomas,	227	310	537	Sisters of St. Joseph, . . . . .	. . . . .	-	-	1	13
Suffolk, .	Boston, Jamaica Plain, .	Blessed Sacrament,	352	492	844	Sisters of Charity, Madison, . . . . .	. . . . .	-	-	2	17
Suffolk, .	Boston, Dorchester, .	St. Peter,	299	436	735	Sisters of Charity, Halifax, . . . . .	. . . . .	-	-	-	15
Suffolk, .	Boston, Charlestown, .	St. Francis de Sales,	483	541	1,024	Sisters of St. Dominic, . . . . .	. . . . .	-	-	-	21
Suffolk, .	Boston, Charlestown, .	St. Mary's,	130	197	327	Sisters of St. Joseph, . . . . .	. . . . .	-	-	-	7
Suffolk, .	Boston, South,	Sts. Peter and Paul,	465	715	1,180	Sisters of Notre Dame and Lay, . . . . .	. . . . .	-	-	4	23
Suffolk, .	Boston, South,	St. Augustine,	190	738	928	Sisters of Notre Dame, . . . . .	. . . . .	-	-	-	20
Suffolk, .	Boston, South,	Gate of Heaven,	-	639	639	Sisters of St. Joseph, . . . . .	. . . . .	-	-	-	13

Archdiocese of Boston — Continued.

COUNTY.	City or town.	Parish.	Boys.	Girls.	Total.	Teachers.	Sisters.	Brothers.	Laymen.	Laywomen.	Total.
Suffolk, .	Boston, East, .	Holy Redeemer, .	408	542	950	Sisters of Notre Dame and Xaverian Brothers.	15	5	-	-	20
Suffolk, .	Boston, East, .	Assumption, .	493	565	998	Sisters of Notre Dame and Xaverian Brothers.	12	6	-	-	18
Suffolk, .	Boston, East, .	Sacred Heart, .	320	533	853	Sisters of Notre Dame and Lay, .	13	-	-	4	17
Suffolk, .	Boston, East, .	Star of the Sea, .	319	246	565	Sisters of Mercy, .	10	-	-	-	10
Suffolk, .	Boston, Brighton, .	St. Columbkille, .	171	213	384	Sisters of St. Joseph, .	8	-	-	-	8
Suffolk, .	Boston, .	Holy Trinity, German, .	92	118	210	Sisters of Notre Dame and Lay, .	5	-	1	-	6
Suffolk, .	Boston, South, .	Holy Trinity, German, .	59	46	105	Sisters of Notre Dame, .	3	-	-	-	3
Suffolk, .	Boston, Roxbury, .	Holy Trinity, German, .	101	107	208	Sisters of St. Francis, .	5	-	-	-	5
Suffolk, .	Boston, .	St. Leonard, Italian, .	53	95	148	Sisters of St. Francis, .	4	-	-	-	4
Suffolk, .	Boston, .	Sacred Heart, Italian, .	149	186	335	Sisters of Sacred Heart, .	6	-	-	-	6
Suffolk, .	Chelsea, .	St. Rose, .	391	509	900	Sisters of Providence, .	18	-	-	-	18
Middlesex, .	Arlington, .	St. Agnes, .	-	160	160	Sisters of St. Joseph, .	6	-	-	-	6
Middlesex, .	Cambridge, .	Annunciation, .	866	963	1,829	Sisters of Notre Dame and Lay, .	25	-	1	9	35
Middlesex, .	Cambridge, .	St. Paul, .	390	396	786	Sisters of St. Joseph, .	16	-	-	-	16
Middlesex, .	Cambridge, .	St. Peter, .	120	136	256	School Sisters of Notre Dame, .	6	-	-	-	6
Middlesex, .	Cambridge, East, .	Sacred Heart, .	-	201	201	Sisters of St. Joseph, .	5	-	-	-	5
Middlesex, .	Cambridge, .	Our Lady of Pity, .	120	138	258	Holy Union of Sacred Heart, .	5	-	-	-	5
Middlesex, .	Lowell, .	St. Patrick, .	508	445	953	Sisters of Notre Dame and Xaverian Brothers.	13	6	-	-	19

Middlesex, .	Lowell, .	Immaculate Conception, .	251	285	536	Grey Nuns of the Cross, .	9
Middlesex, .	Lowell, .	St. Michael, .	297	219	426	Sisters of St. Dominic, .	9
Middlesex, .	Lowell, .	Sacred Heart, .	168	197	365	Sisters of St. Mary, .	8
Middlesex, .	Lowell, .	St. John Baptist, French, .	1,288	1,176	2,464	Grey Nuns of the Cross and Marist Brothers, .	38
Middlesex, .	Malden, .	Immaculate Conception, .	624	639	1,293	School Sisters of Notre Dame, .	21
Middlesex, .	Marlborough, .	St. Mary, French, .	151	102	223	Sisters of St. Ann, .	6
Middlesex, .	Newton, .	Our Lady, .	397	477	874	Sisters of Charity, Madison, .	18
Middlesex, .	Sonerville, .	St. Joseph, .	768	934	1,702	Sisters of Notre Dame and Xaverian Brothers, .	32
Middlesex, .	Waltham, .	St. Mary, .	505	567	1,072	Sisters of Notre Dame, Christian Brothers and Lay, .	24
Middlesex, .	Waltham, .	St. Joseph, French, .	52	53	105	Daughters of Jesus and Lay, .	3
Middlesex, .	Watertown, .	St. Patrick, .	281	368	649	Sisters of St. Dominic, .	14
Middlesex, .	Woburn, .	St. John, .	15	265	280	Sisters of Notre Dame, .	10
Essex, .	Amesbury, .	St. Joseph, .	198	234	432	Sisters of St. Joseph, .	13
Essex, .	Amesbury, .	Sacred Heart, .	73	75	148	Lay, .	3
Essex, .	Gloucester, .	St. Ann, .	104	119	223	Sisters of Mercy, .	5
Essex, .	Haverhill, .	St. James, .	473	529	1,002	Sisters of St. Joseph, .	20
Essex, .	Haverhill, .	St. Joseph, French, .	327	327	654	Grey Nuns of the Cross and Marist Brothers, .	14
Essex, .	Lawrence, .	St. Mary, .	536	637	1,233	Sisters of Notre Dame and Xaverian Brothers, .	26
Essex, .	Lawrence, .	St. Rita, .	111	140	251	Sisters of Notre Dame, .	4
Essex, .	Lawrence, .	St. Lawrence, .	65	146	211	Sisters of Notre Dame, .	3
Essex, .	Lawrence, .	St. Ann, French, .	682	649	1,331	Sisters of Immaculate Heart of Mary, Marist Brothers and Lay, .	23
Essex, .	Lawrence, South, .	Sacred Heart, French, .	126	159	285	Sisters of Immaculate Heart of Mary, .	5

Archdiocese of Boston — Concluded.

COUNTY.	City or town.	Parish.	Boys.	Girls.	Total.	Teachers.	Sisters.	Brothers.	Laymen.	Laywomen.	Total.
Essex, . .	Lawrence, . .	Assumption, German, .	26	41	67	Sisters of St. Dominic,	2	-	-	-	2
Essex, . .	Lynn,	St. Mary,	351	555	906	Sisters of Notre Dame and Christian Brothers.	16	3	-	-	19
Essex, . .	Lynn,	St. Patrick (Mission), .	182	205	387	Sisters of Notre Dame,	6	-	-	-	6
Essex, . .	Lynn,	St. Anthony (Mission), .	72	63	135	Sisters of Notre Dame,	3	-	-	-	3
Essex, . .	Lynn,	St. Joseph,	257	313	600	Sisters of St. Joseph,	15	-	-	-	15
Essex, . .	Lynn,	St. John Baptist, French, .	178	220	398	Sisters of St. Ann,	8	-	-	-	8
Essex, . .	Lynn,	Sacred Heart,	130	177	307	Sisters of Notre Dame,	6	-	-	-	6
Essex, . .	Newburyport, .	Immaculate Conception, .	253	281	534	Sisters of Charity, Nazareth,	13	-	-	1	14
Essex, . .	Peabody,	St. John,	160	366	526	Sisters of Notre Dame and Lay,	13	-	-	1	14
Essex, . .	Salem,	Immaculate Conception, .	294	373	667	Sisters of Charity, Madison,	14	-	-	-	14
Essex, . .	Salem,	St. James,	-	380	380	Sisters of Notre Dame,	10	-	-	-	10
Essex, . .	Salem,	St. Joseph, French, . . .	584	583	1,167	Grey Nuns, Montreal, and Lay,	18	-	-	5	23
Plymouth, .	Brookton, . . .	St. Patrick,	237	310	547	Sisters of Charity, Nazareth,	12	-	-	-	12
Plymouth, .	Brookton, . . .	Sacred Heart, French, .	112	116	228	Sisters of Assumption,	4	-	-	1	5
Norfolk, . .	Brookline, . . .	Assumption,	50	209	259	Sisters of Notre Dame,	7	-	-	-	7
Norfolk, . .	Canton,	St. John,	131	129	260	Sisters of St. Joseph,	9	-	-	-	9
Norfolk, . .	Hyde Park, . . .	Precious Blood,	302	292	594	Sisters of Charity, Nazareth,	11	-	-	-	11
Norfolk, . .	Corriganville, .	Mission School, Hyde Park.	69	72	141	Sisters of Charity, Nazareth,	3	-	-	-	3

Norfolk, . . .	Reudville, . . .	Mission of Hyde Park, . . .	133	141	274	Sisters of Clarity, Nazareth, . . .	4	—	—	4
Norfolk, . . .	Sloughdon, . . .	Immaculate Conception, . . .	110	126	226	Sisters of St. Joseph, . . .	8	—	—	8
Total,	. . . . .	68 parishes,	19,771	26,015	45,786	24 communities,	802	79	2	59 942

Priests teach regular classes in Haverhill in St. James School. Daughters of Jesus, French, at Waltham, new. Marist Brothers, French, at Haverhill. Sisters of the Holy Childhood of Jesus and Mary have replaced the Grey Nuns at St. Joseph's School, Salem.

Diocese of Fall River.

Bristol, . . .	Fall River, . . .	St. Mary's,	255	239	494	Sisters of Mercy,	8	—	—	8
Bristol, . . .	Fall River, . . .	Our Lady of Lourdes, . . .	538	559	1,157	Sisters of Jesus and Mary, . . .	21	—	—	22
Bristol, . . .	Fall River, . . .	Sacred Heart,	280	325	605	Sisters of the Holy Union, . . .	13	—	—	13
Bristol, . . .	Fall River, . . .	St. Ann,	781	832	1,613	Sisters of St. Dominic and Christian Broth- ers,	30	6	—	36
Bristol, . . .	Fall River, . . .	St. Matthew,	183	206	389	Sisters of Clarity,	3	—	—	8
Bristol, . . .	Fall River, . . .	St. Patrick,	175	190	365	Sisters of Mercy,	6	—	—	6
Bristol, . . .	Fall River, . . .	Blessed Sacrament,	170	145	315	Sisters of Clarity,	3	—	—	5
Bristol, . . .	Fall River, . . .	St. John Baptist,	165	95	260	Sisters of St. Joseph,	3	—	—	4
Bristol, . . .	New Bedford, . . .	St. Lawrence,	444	467	911	Sisters of Mercy,	17	—	—	17
Bristol, . . .	New Bedford, . . .	Sacred Heart,	350	345	715	Sisters of Holy Cross,	9	—	—	12
Bristol, . . .	New Bedford, . . .	St. Hyacinth,	226	260	486	Sisters of Holy Cross,	9	—	—	10
Bristol, . . .	New Bedford, . . .	St. James,	257	258	515	Sisters of Mercy,	8	—	—	8
Bristol, . . .	New Bedford, . . .	St. Anthony,	170	185	355	Sisters of Holy Cross,	6	—	—	6
Bristol, . . .	Taunton,	Immaculate Conception, . . .	425	400	825	Sisters of the Holy Union, . . .	15	—	—	15
Total,	. . . . .	. . . . .	4,419	4,526	8,945	. . . . .	151	6	—	170

Diocese of Springfield.

COUNTY.	City or town.	Parish.	Boys.	Girls.	Total.	Teachers.	Sisters.	Brothers.	Laymen.	Laywomen.	Total.
Hampden,	Springfield,	Cathedral,	208	232	440	Sisters of St. Joseph,	19	-	-	-	19
Hampden,	Springfield,	Sacred Heart,	-	582	582	Sisters of Notre Dame,	14	-	-	-	14
Hampden,	Springfield,	St. Joseph,	141	163	304	Sisters of the Holy Cross,	7	-	-	-	7
Hampden,	Springfield,	Holy Family,	140	164	304	Sisters of St. Joseph,	7	-	-	-	7
Hampden,	Chicopee,	Holy Name of Jesus,	202	234	436	Sisters of Notre Dame and Christian Broth- ers.	14	4	-	-	18
Hampden,	Chicopee,	Assumption,	132	149	281	Sisters of the Holy Ghost,	5	-	-	-	5
Hampden,	Chicopee,	St. Stanislaus,	149	125	274	Sisters of St. Francis,	5	-	-	-	5
Hampden,	Chicopee Falls,	St. Patrick,	106	109	215	Sisters of St. Joseph,	5	-	-	-	5
Hampden,	Holyoke,	St. Jerome,	542	626	1,168	{ Sisters of Providence, Sisters of Notre Dame,	12	-	-	-	12
Hampden,	Holyoke,	Sacred Heart,	253	260	513	Sisters of St. Joseph,	11	-	-	-	11
Hampden,	Holyoke,	Holy Rosary,	312	307	619	Sisters of St. Joseph,	13	-	-	-	13
Hampden,	Holyoke,	Precious Blood,	664	664	1,328	Sisters of St. Ann,	18	-	-	-	18
Hampden,	Holyoke,	Our Lady's,	350	365	715	Presentation Nuns,	14	-	-	1	19
Hampden,	Indian Orchard,	St. Matthew,	44	46	90	Sisters of St. Joseph,	3	-	-	2	16
Hampden,	Indian Orchard,	St. Aloysius,	143	136	299	Sisters of the Assumption,	5	-	-	-	5
Hampden,	Mittineague,	St. William,	21	17	38	Laywomen,	-	-	-	1	1
Hampden,	Three Rivers,	Mary Immaculate,	151	136	287	Sisters of the Presentation,	7	-	-	-	7

Hamden,	Westfield,	St. Mary,	127	120	247	Sisters of St. Joseph,	7	—	—
Worcester,	North Brookfield,	St. Joseph,	63	54	117	Sisters of Mercy,	3	—	3
Worcester,	Clinton,	St. John,	135	248	443	Sisters of the Presentation,	12	—	12
Worcester,	Fitchburg,	St. Bernard,	301	357	658	Sisters of the Presentation,	22	—	22
Worcester,	Fitchburg,	Immaculate Conception,	132	153	285	Faithful Companions,	6	—	6
Worcester,	Fitchburg,	St. Joseph,	439	454	843	Faithful Companions,	12	—	12
Worcester,	West Fitchburg,	Sacred Heart,	123	112	235	Sisters of the Presentation,	6	—	6
Worcester,	West Gardner,	Holy Rosary,	269	300	569	Sisters of the Presentation,	7	—	7
Worcester,	Gilbertville,	St. Aloysius,	82	99	181	Sisters of St. Ann,	4	—	4
Worcester,	Leominster,	St. Cecilia,	146	146	292	Sisters of the Holy Ghost,	7	—	7
Worcester,	Milford,	St. Mary,	20	171	191	Sisters of Notre Dame,	7	—	7
Worcester,	Southbridge,	St. Mary,	89	104	143	Sisters of St. Joseph,	7	—	7
Worcester,	Southbridge,	Notre Dame,	421	335	816	Sisters of the Assumption,	12	—	12
Worcester,	Spencer,	St. Mary,	186	189	375	Sisters of the Assumption,	8	—	8
Worcester,	West Warren,	St. Thomas,	73	112	185	Sisters of the Holy Ghost,	4	—	4
Worcester,	Webster,	St. Louis,	126	152	278	Sisters of St. Joseph,	6	—	6
Worcester,	Webster,	Sacred Heart,	243	237	489	Sisters of St. Ann,	12*	—	12
Worcester,	Webster,	St. Joseph,	207	180	387	Felician Sisters,	5	—	5
Worcester,	Worcester,	St. John's,	560	773	1,333	Sisters of Notre Dame, Xaverian Brothers,	27	—	27
Worcester,	Worcester,	Notre Dame,	308	344	652	Sisters of St. Ann,	11	—	11
Worcester,	Worcester,	St. Joseph,	113	134	247	Sisters of St. Ann,	4	—	4
Worcester,	Worcester,	Holy Name,	207	221	428	Sisters of St. Ann,	9	—	9

Diocese of Springfield — Concluded.

COUNTY.	City or town.	Parish.	Boys.	Girls.	Total.	Teachers.	Sisters.	Brothers.	Laymen.	Laywomen.	Total.
Berkshire, .	Adams,	Our Lady Seven Dolors, .	263	320	583	Sisters of the Holy Cross, .	10	-	-	-	10
Berkshire, .	Lee,	St. Mary,	63	126	189	Sisters of St. Joseph, .	5	-	-	-	5
Berkshire, .	North Adams,	St. Francis,	356	363	719	Sisters of St. Joseph, .	18	-	-	-	18
Berkshire, .	North Adams,	Notre Dame,	366	402	768	Sisters of St. Ann, .	16	-	-	1	17
Berkshire, .	Pittsfield,	St. Joseph,	250	308	558	Sisters of St. Joseph, .	7	-	-	-	7
Berkshire, .	Williamstown,	St. Raphael,	58	47	105	Laywomen,	-	-	-	2	2
Berkshire, .	Williamstown, Greylock, .	St. Raphael,	37	41	78	Laywomen,	-	-	-	1	1
Hampshire, .	Northampton,	St. Mary,	142	186	328	Sisters of St. Joseph, .	9	-	-	-	9
Hampshire, .	Northampton,	Sacred Heart,	128	127	255	Sisters of St. Joseph, .	5	-	-	-	5
Hampshire, .	Ware,	Our Lady of Mt. Carmel, .	187	191	378	Sisters of St. Ann, .	7	-	-	-	7
Franklin, .	Turners Falls,	St. Ann,	134	128	262	Sisters of St. Ann, .	4	-	-	-	4
Total, .	. . . . .	. . . . .	9,972	11,629	21,601	. . . . .	466	12	-	13	481

THE MASSACHUSETTS SCHOOL FUND.

The following statement shows the condition of the Massachusetts school fund : —

Amount of fund Jan. 1, 1903,	\$4,570,548 14
Increase of fund during the year, under the provisions of chapter 90, Resolves of 1894,	100,000 00
Amount of fund Dec. 31, 1903,	\$4,670,548 14
Gross increase for 1903,	\$197,379 93
Paid for accrued interest on securities purchased,	13,351 54
Net income,	\$184,028 39

The last-named amount has been distributed to the cities and towns, as provided by law.

The following table shows the amount of the principal of the Massachusetts school fund at the close of business, December 31, from 1891 to 1903, both inclusive, and the annual income for same term, as shown by the books of the Treasurer and Receiver-General : —

YEAR.	Principal.	Income.
1891,	\$3,655,761 85	\$138,625 68
1892,	3,655,761 85	167,229 65
1893,	3,670,548 14	167,258 23
1894,	3,770,548 14	167,210 54
1895,	3,870,548 14	172,729 65
1896,	3,970,548 14	175,165 64
1897,	4,070,548 14	189,808 71
1898,	4,170,548 14	204,612 61
1899,	4,270,548 14	208,462 61
1900,	4,370,548 14	213,066 18
1901,	4,470,548 14	366,656 51
1902,	4,570,548 14	220,731 77
1903,	4,670,548 14	197,379 93

SOME PROGRESSIVE TENDENCIES.

It may be of interest to note some of the noticeable progressive tendencies of the schools to-day, from the observations of the agents of the Board : —

1. The improvement in school buildings and their surroundings; the architecture more attractive, and better adapted to practical necessities; the careful attention to heating and ventilation and all hygienic conditions; the marked tendency to the improvement of outward surroundings, by school gardens and other means of rendering the grounds neat and cheerful.

2. The consolidation of schools, especially in the smaller towns, rendering more efficient grading possible; better courses of study and improved methods of teaching and of promotion, having more regard for the individuality of the pupil.

3. Better teachers, owing to the extension of normal school and other training facilities, the demands of a higher standard of public sentiment and slowly increasing wages.

4. The universality of skilled supervision, now the settled policy of the State, and the organization of superintendents for mutual improvement along professional lines.

5. The improved discipline secured by the growing tendency toward self-government and the diminution of corporal punishment.

6. Extension of the school curriculum to include especially drawing, nature study in most of the elementary schools and manual training in many, thus bringing the school work in closer touch with practical life.

7. Improved methods of physical training, and increased attention to them.

8. Broadening of high school courses so as to meet the growing demands by pupils who go from them into business or the trades.

9. Greater thoroughness and efficiency in teaching fundamental and essential branches of study, a better sense of preparation in the curriculum and a lessening tendency to test efficiency by formal examinations.

10. In general, happy school environments and a tendency to make school life more attractive.

C. B. TILLINGHAST,

Acting Secretary.

FINANCIAL STATEMENT.

FINANCIAL STATEMENT OF THE BOARD OF EDUCATION.

Dr.

APPROPRIATION FOR SUPPORT OF NORMAL SCHOOLS.

Cr.

1903.		1903.	
Expended for Bridgewater Normal School,	\$44,581 00	Appropriated for 1903 (chapter 94, Acts of 1903),	\$267,070 00
Expended for Fitchburg Normal School,	42,451 85	Received from city of Fitchburg,	14,551 88
Expended for Framingham Normal School,	31,750 76		
Expended for Hyannis Normal School,	22,594 94		
Expended for Lowell Normal School,	29,495 00		
Expended for North Adams Normal School,	27,597 90		
Expended for Salem Normal School,	29,824 78		
Expended for Westfield Normal School,	28,325 00		
Expended for Worcester Normal School,	24,999 90		
Balance unexpended,	\$281,621 13		
	75		
	\$281,621 88		\$281,621 88
Bridgewater Normal School:—		Appropriation apportioned by the Board,	\$44,581 00
Salary of principal,	\$3,000 00		
Salaries of assistants,	22,171 82		
Janitor service,	1,250 00		
Repairs and furniture,	2,806 34		

Watchman,	700 00				
Printing,	304 74				
Fuel,	3,066 75				
Advertising,	130 83				
Apparatus,	292 63				
Books,	791 49				
School of observation,	6,806 00				
Engineer,	800 00				
Fireman,	600 00				
Water,	83 27				
Lighting, etc.,	62 08				
Clerical assistance,	1,023 26				
Physical examinations,	147 43				
Principal's expenses,	27 31				
Stationery,	517 05				
			\$44,581 00		
Fitchburg Normal School:—					
Salary of principal,	\$3,000 00			Appropriation apportioned by the	
Salaries of assistants,	27,149 91			Board,	\$27,900 00
Janitor service,	2,349 28			Received from city of Fitchburg,	14,551 88
Repairs and furniture,	1,989 20				
Fuel,	2,771 93				
Printing,	225 57				
Stationery,	1,153 66				
Apparatus,	439 10				
Books,	1,065 12				
Advertising,	26 17				
Lighting,	525 06				
Water and ice,	33 33				
				<i>Amount carried forward,</i>	\$42,451 88

[illegible]

FINANCIAL STATEMENT OF THE BOARD OF EDUCATION — CONTINUED.

Dr.

APPROPRIATION FOR SUPPORT OF NORMAL SCHOOLS — Continued.

Cr.

1903.	Amount brought forward, . . .	1903.	Amount brought forward, . . .
Lowell Normal School — Con.	\$16,422 63		\$29,495 00
Janitor service, . . .	960 00		
Repairs and furniture, . . .	1,596 30		
Fuel, . . .	1,707 27		
Engineer, . . .	840 00		
Advertising, . . .	24 55		
Books, . . .	820 65		
Apparatus, . . .	735 42		
Stationery, . . .	603 86		
Lighting, . . .	163 10		
Printing, . . .	109 49		
Water and ice, . . .	88 87		
Lectures and music, . . .	295 00		
Telephone, . . .	153 14		
Lowell model school, . . .	2,874 92		
Lawrence model school, . . .	1,399 80		
Clerical assistance, . . .	700 00		
	\$29,495 00		\$29,495 00
North Adams Normal School: —			
Salary of principal, . . .	\$3,000 00	Appropriation apportioned by the	\$27,598 00
Salaries of assistants, . . .	15,875 19	Board, . . .	
Janitor service, . . .	1,300 08		
Repairs and furniture, . . .	774 43		
Fuel, . . .	2,823 34		
Apparatus, . . .	792 85		
Printing, . . .	129 68		

Stationery,	231 03				
Books,	583 03				
Advertising,	5 00				
Engineer,	900 00				
Lighting,	287 60				
Telephone,	86 38				
Clerk and librarian,	574 62				
Medical examinations,	40 00				
Water,	5 00				
Principal's expenses,	54 17				
Lectures and music,	135 50				
	<u>\$27,597 90</u>				
Balance unexpended,	10		\$27,598 00		\$27,598 00
Salem Normal School : —					
Salary of principal,	\$3,000 00			Appropriation apportioned by the	
Salaries of assistants,	16,316 80			Board,	\$29,825 00
Janitor service,	936 00				
Repairs and furniture,	910 62				
Fuel,	1,278 97				
Stationery,	498 44				
Books,	778 56				
Advertising,	34 91				
Apparatus,	783 50				
Firemen,	600 00				
Kindergarten maid,	100 00				
Telephone,	64 82				
<i>Amount carried forward,</i>	<u>\$25,302 62</u>			<i>Amount carried forward,</i>	<u>\$29,825 00</u>

Clerical assistance,	412 02			
Telephone,	94 38			
Lectures and music,	60 00			
Principal's expenses,	148 39			\$28,325 00
Worcester Normal School :—				
Salary of principal,	\$3,000 00		Appropriation apportioned by the	\$25,000 00
Salaries of assistants,	14,535 27		Board,	
Janitor service,	966 15			
Repairs and furniture,	1,546 28			
Fuel,	2,343 82			
Stationery,	499 35			
Printing,	524 45			
Apparatus,	217 81			
Books,	875 91			
Telephone,	90 93			
Lighting,	214 73			
Water and ice,	113 20			
Typewriter,	67 00			
Music,	5 00			
	\$24,999 90			
Balance unexpended,	10			\$25,000 00

FINANCIAL STATEMENT OF THE BOARD OF EDUCATION — CONTINUED.

DR.

APPROPRIATION FOR NORMAL ART SCHOOL.

CR.

1903.		1903.	Appropriation (chapter 94, Acts of 1903),	\$28,706 00
	Salary of principal,	\$3,000 00		
	Salaries of assistants,	19,722 20		
	Janitor service,	1,066 75		
	Repairs and furniture,	1,123 91		
	Fuel,	1,331 09		
	Lighting and power,	414 39		
	Water,	72 80		
	Advertising,	110 47		
	Printing,	196 53		
	Telephone,	180 95		
	Engineer,	733 37		
	Curator,	750 00		
		\$28,702 46		
		3 54		
	Balance unexpended,		\$28,706 00	
				\$28,706 00

APPROPRIATION FOR AGENTS OF THE BOARD.

1903.		1903.	Appropriation (chapter 94, Acts of 1903),	\$16,300 00
	John T. Prince, salary,	\$2,500 00		
	John T. Prince, expenses,	267 07		
	G. T. Fletcher, salary,	2,500 00		
	G. T. Fletcher, expenses,	439 76		
	J. W. MacDonald, salary,	2,500 00		
	J. W. MacDonald, expenses,	511 27		
	Henry T. Bailey, salary,	1,389 81		

Henry T. Bailey, expenses,	238 64		
Walter Sargent, salary, .	1,161 66		
Walter Sargent, expenses,	244 60		
Ellis Peterson, salary, .	2,770 77		
Ellis Peterson, expenses,	387 38		
Balance unexpended, . . .	\$14,910 96		
	1,389 04		
		\$16,300 00	\$16,300 00

APPROPRIATION FOR AID TO NORMAL PUPILS.

1903.		1903.	Appropriation (chapter 94, Acts of 1903),	\$4,000 00
Amounts paid : —				
Bridgewater school, . . .	\$610 40			
Fitchburg school, . . .	90 90			
Framingham school, . . .	181 81			
Hyannis school, . . .	77 92			
Lowell school, . . .	38 96			
North Adams school, . . .	103 90			
Salem school, . . .	168 85			
Westfield school, . . .	662 33			
Worcester school, . . .	64 93			
Balance unexpended, . . .	\$2,000 00			
	2,000 00			
		\$4,000 00		\$4,000 00

FINANCIAL STATEMENT OF THE BOARD OF EDUCATION — CONTINUED.

DR.

APPROPRIATION FOR INCIDENTAL EXPENSES.

CR.

1903.	Amounts paid: —	1903.	Appropriation (chapter 94, Acts of 1903),	\$2,000 00
	Postage,			\$323 33
	Printing,			322 43
	Stationery,			360 11
	Expressage,			263 28
	Comptometer,			125 00
	Clerical assistance,			103 91
	Books and periodicals,			73 10
	Telephone,			35 11
	Maps,			10 00
	Portrait,			25 00
	Balance unexpended,			\$1,641 27
				358 73
				\$2,000 00
				\$2,000 00

APPROPRIATION FOR EXPENSES OF MEMBERS OF THE BOARD.

1903.	Amounts paid: —	1903.	Appropriation (chapter 94, Acts of 1903),	\$1,000 00
June 15,	E. H. Capen,			\$19 83
22,	C. Q. Richmond,			144 98
July 21,	Kate Gannett Wells,			62 22
29,	George H. Conley,			54 74
Aug. 24,	J. D. Miller,			30 72
Dec. 21,	J. D. Miller,			67 69
24,	G. I. Aldrich,			79 75

28,	Kate Gannett Wells,	21 68			
	Geo. H. Conley,	45 38			
	Balance unexpended,	\$526 99 473 01	\$1,000 00		\$1,000 00

APPROPRIATION FOR TEACHERS' INSTITUTES.

1903.		1903.	Appropriation (chapter 94, Acts of 1903),	\$2,000 00
	Paid for instructors and expenses of institutes at Ayer, Barnstable, Belchertown, Charlemont, Colrain, Cunningham, Dana, Deerfield (two), Fall River, Framingham, Granville, Huntington, Mansfield, Medway, Montague, Newburyport, Northbridge, Northfield, Warren and Whitman,	\$1,624 62 375 38		\$2,000 00
	Balance unexpended,			\$2,000 00

APPROPRIATION FOR REGISTERS AND BLANKS.

1903.		1903.	Appropriation (chapter 94, Acts of 1903),	\$1,200 00
	Paid for printing,	\$1,107 91		\$1,200 00
	postage,	58 20		
	expressage,	32 36		
	Balance unexpended,	\$1,198 47 1 53	\$1,200 00	\$1,200 00

APPROPRIATION FOR EDUCATION OF DEAF CHILDREN.

1903.	Amounts paid as follows: —		1903.	Appropriation (chapter 94, Acts of 1903),	\$72,000 00
Jan. 3,	Sarah Fuller Home: 13 pupils, quarter ending Jan. 1, 1903,	\$619 10		Deficiency,	3,771 55
Feb. 16,	Boston School for the Deaf: 40 pupils, one-half year to Jan. 18, 1903,	3,743 30			
Mar. 2,	Horace Mann School: Transportation to Jan. 15, 1903,	632 29			
9,	Clarke School: 124 pupils, quarter commencing Jan. 1, 1903,	7,427 86			
17,	Horace Mann School: 127 pupils, Feb. 1 to July 1, 1903,	7,510 17			
17,	American School: 68 pupils, quarter commencing March 1, 1903,	3,881 25			
Apr. 4,	Sarah Fuller Home: 13 pupils, quarter commencing April 1, 1903,	650 00			
30,	Clarke School: 123 pupils, quarter commencing April 1, 1903,	7,226 31			
May 14,	Horace Mann School: Transportation to April 15, 1903,	770 07			
	<i>Amount carried forward,</i>	\$32,460 35		<i>Amount carried forward,</i>	\$75,771 55

FINANCIAL STATEMENT OF THE BOARD OF EDUCATION — CONCLUDED.

CR.

APPROPRIATION FOR EDUCATION OF DEAF CHILDREN — *Concluded.*

DR.

1903.			1903.		Amount brought forward, . .	\$75,771 55
June 12,	<i>Amount brought forward,</i> Boston School for the Deaf: 40 pupils, half year ending June 17, 1903,	\$32,460 35				
15,	American School: 68 pupils, quarter commencing June 1, 1903,	4,347 50				
July 14,	Clarke School: 121 pupils, quarter commencing July 1, 1903, Clothing to July 1, 1903, . .	3,825 00				
Sept. 10,	Sarah Fuller Home: 13 pupils, quarter ending July 1, 1903,	7,165 71 540 04				
14,	Horace Mann School: Transportation to June 19, 1903,	650 00				
Oct. 6,	Sarah Fuller Home: 10 pupils, quarter commencing Oct. 1, 1903,	578 54				
13,	Horace Mann School: 125 pupils, Sept. 1, 1903, to Feb. 1, 1904,	449 26				
Nov. 6,	Clarke School: 115 pupils, quarter commencing Oct. 1, 1903,	7,442 66				
13,	American School: 63 pupils, quarter commencing Sept. 1, 1903,	7,045 70				
		3,937 50				

24,	Perkins Institution :			
	3 pupils, deaf, dumb and blind,			
	one year to Oct 1, 1903, .	2,100 00		
Dec. 10,	Horace Mann School :			
	Transportation to Nov. 15, 1903,	816 38		
21,	American School :			
	63 pupils, quarter commencing Dec. 1, 1903, .	3,937 50		
21,	Sarah Fuller Home :			
	10 pupils, quarter ending Jan. 1, 1904, .	475 40		
		<u>\$75,771 55</u>		<u>\$75,771 55</u>

C. B. TILLINGHAST, *Treasurer.*

APPENDICES.

APPENDIX A.

SPECIAL REPORT ON THE NORMAL
SCHOOLS,

BY

ELLIS PETERSON, A.M.,

AGENT OF THE BOARD.

REPORT.

To the State Board of Education.

March 14, 1903, I began my work as your agent for the inspection of the State normal schools; and now I have the honor of presenting to you my general report of what I have observed.

The duties of my office were defined as follows: "You are to visit all of the normal schools of the State and to make a special report upon the condition, methods, and efficiency of each school, together with a report upon the capability and adaptability of the individual instructors. You are also, at the discretion of the committee on normal schools, to visit leading normal schools in other States, and are to make such suggestions as you may deem judicious for the improvement of the administration and efficiency of any or all of the normal schools of this State."

In accordance with the foregoing instructions, I have, during the eight months the normal schools have been in session, visited them as often and inspected them as closely as time and circumstances have allowed. I have also made a short visit to eight representative normal schools of the west. In reporting the results of my inspection, I shall reserve for special reports my remarks on individual schools and teachers, and any considerations that are of a private or confidential nature.

The main questions that I should attempt to answer are as follows:—

1. Have the State normal schools accomplished, and are they accomplishing, the objects for which they were established?
2. In what respects, if in any, can the State normal schools be improved as to organization, administration, and efficiency?

He indeed would be presumptuous who, after observing the ten normal schools for only eight months, should expect to

give definite and explicit answers to the proposed questions. All that I can hope to do in this report is to make some contributions for answering them, and to suggest some desirable changes.

THE OPENING AND PROGRESS OF THE STATE NORMAL SCHOOLS.

The State, convinced that normal schools are necessary, has by its action answered the first question. By its authority two normal schools were opened in 1839: one at Lexington, which was removed to Newton and finally to Framingham; and the other at Barre, whence it was transferred to Westfield. The next year, 1840, a school was opened at Bridgewater. Fourteen years later, in 1854, the school at Salem began its work. In 1873, after nineteen years had passed, the State, believing that the public schools needed teachers specially trained in drawing, opened in Boston the Normal Art School. The next year, 1874, the Worcester Normal School was started. Twenty-one years after, in 1895, the school at Fitchburg began its work. Two years later, in 1897, and fifty-eight years after Cyrus Pierce began to teach, at Barre, his three normal school pupils, State normal schools were successively opened at North Adams, Hyannis and Lowell. Thus the State, after more than a half-century's observation and deliberation, pronounced the decision that her normal schools are accomplishing the main objects for which they were established.

During the sixty-five years that State normal schools have existed in Massachusetts, more than twenty-five thousand (25,391) students have been enrolled. Of these, more than thirteen thousand (13,184) have been graduated. Of the more than twelve thousand (12,207) that were not graduated, "some fell by the wayside;" some who failed after repeated struggles to meet the ordinary requirements in scholarship, or showed that they were not apt to teach or able to govern, or could not be aroused from indifference or indolence, were requested or directed to leave school, and were advised to prepare themselves for some other vocation than teaching. Thus in a negative way the normal schools have been of great benefit to the State. The remainder of the twelve thousand that

received no diploma of graduation was largely composed of those who had successfully pursued a partial course of study and practice, and had thus been prepared to do at least some good service in the public schools.

Little need be written of the more than thirteen thousand graduates. Some of them have failed as teachers; but there are failures in every profession and calling. The substantial fact is, that the majority of graduates have been of immense service to the State; that their influence has been felt, directly or indirectly, in every city and village of Massachusetts and, indeed, in other States. They have carried into the common schools a higher standard of moral excellence; greater courtesy; more humane methods of school government; a greater regard for the health and comfort of pupils; a broader and more exact scholarship; a clearer, more distinct, and more philosophical view of the ends of education and of the methods of teaching; and, finally, greater skill in presenting subjects of study to pupils, in co-operating with them, and in training them to think and work independently.

The State normal schools, judged from their substantial accomplishments, must therefore be pronounced effective agents for training teachers for the common schools. But it may reasonably be asked whether the normal schools have kept up with the progress gradually made during the last half-century in the conditions of life and society; whether they have recognized the tremendous industrial and commercial development, and the consequent changes in the needs and occupations, of the people; whether they have realized the great advance in biological science, and especially its relations with mental science; whether they have made the best use of hygienic and physiological laws in preserving and promoting health and in training the body, especially the hand; whether in their study of nature they have sufficiently distinguished normal from abnormal forms, and unity in diversity from complexity, and have clearly recognized the principle that the study of nature is the prerequisite to the study of art; whether they have expounded and made real the moral principle that lofty character is the soul's highest possession; and, finally, whether they have implanted, so that it cannot be uprooted, the truth

that the public schools must educate pupils not only as individuals but also as members of society and as future citizens of town, State and nation.

The answers to the foregoing questions would vary with the schools, and, when unfavorable, would not necessarily indicate failure or incapacity, or, indeed, a lack of interest in or sympathy with educational movements or progress. The pressure of circumstances, the demands for correcting faults and supplying deficiencies in the scholarship of students, and the short time given for pursuing and completing the regular course of study and practice in preparation for teaching, are some of the valid causes for not accomplishing the best and highest results. Whether the causes of deficiency be obvious and superficial, or latent and deeper, they will of course be removed or gradually lessened; and out of the past will be evolved, largely through the plans and efforts of the principals and teachers themselves, normal schools, imperfect indeed, but grounded upon solid principles and doing a greater and indispensable work for the public.

PREPARATION FOR ADMISSION TO THE STATE NORMAL SCHOOLS.

There are two facts of great importance to Massachusetts high and normal schools, viz. : (1) that graduation from a high school or the completion of an equivalent course of study is one of the requirements for admission to a State normal school; and (2) that a law of the State requires high schools to prepare pupils for admission to normal schools. The first requirement has increased the number of high school pupils, and, according to the uniform testimony of normal school principals, has resulted in improving the scholarship of candidates for admission to the normal schools. The second fact is equally important, and both facts illustrate the wisdom and foresight of the State. The increase in the number of public high schools; the lengthening, broadening, and specializing of their courses of study; their greater and better equipment; and, more than all else, the improvement in the ability and skill of their teachers, — must help in bettering the preparation of pupils for entrance to the normal schools. It is, however, a solid fact that a much better preparation than the present is needed. The

results of the normal school entrance examinations and the condition of the pupils after entrance plainly show that the training should be more comprehensive and exact, and better adapted to the needs and purpose of normal schools.

But how can a change for the better be effected? As there is no organic connection between the public high schools and the State normal schools, the improvement must be made for the most part by the co-operation of high school principals and local superintendents on the one hand, with the principals of State normal schools and the secretary of the State Board of Education on the other hand. Through their conference and deliberation important matters could be settled, and especially could courses of study leading directly to normal schools and including the requirements for admission to them be prepared, and then submitted to school committees for adoption.

In laying out a high school course of study for admission to the normal schools, the peculiar difficulty of the smaller high school should be recognized, viz., the large number of subjects to be taught by a small number of teachers, and their consequent limitations in time, strength, and teaching ability. Under such circumstances, what in general can be done to make the teaching more effective, especially in music, drawing, and science? It is easy to give the unreasonable answer, viz., increase the number of scholarly and skilful teachers, and pay them salaries according to their worth. It is true an expert teacher may be employed to do special work in several neighboring towns; and, moreover, the question is worth considering whether the number of sciences studied in the small high schools may, with positive benefit to the pupils, be reduced to three, — for example, to physiology, physics, and either botany or physical geography. A substantial knowledge of the elements of those three studies will meet the requirements in science for admission to the normal schools.

The imperfect preparation of the larger part of the candidates for admission should not obscure the fact that some of these have much native ability and intellectual keenness and point, — a productive capital in all grades of schools. But if they have not formed good habits of study and do not possess a good measure of scholarship, they will be as normal school students

at a disadvantage and will be likely to remain so for a year or more. Good attainments together with mental and physical power and vigor are the prime necessity for beginning a course of training in normal schools.

LIFE AND HEALTH OF NORMAL SCHOOL STUDENTS.

The age of the larger part of the pupils on entering a State normal school is between nineteen and twenty years. As soon as they have conceived the distinctive purpose of normal school training and have breathed the pervading atmosphere of the normal school, they become more serious and more devoted to study, and begin to show a finer sense of right relations of pupils to teachers and to each other. The "professional" idea gradually possesses them and tends to make them genuine students. Their attitude becomes that of prospective teachers, who do not ask themselves whether a study is interesting or easy, but whether it will help them in teaching. Thus they find that preparation for teaching is a serious undertaking, that it requires hard work, and that the chief pleasure of it consists in the satisfaction of having done the work well.

Although the work of normal schools is hard, it is not too hard for the majority of the students; and it is done under circumstances favorable to freedom, health, and enjoyment. The beautiful and well-kept grounds; the substantial and convenient school buildings; the well-furnished, arranged, lighted, ventilated, and heated halls, corridors, class rooms, laboratories and libraries, — attest the generosity and foresight of the State in behalf of those who are preparing to do her good service.

There are, however, some prudential and sanitary conditions that escape ordinary inspection, and even the vigilance of responsible officers. Whether the drinking water is pure; whether the system of drainage or of sewerage is perfect and effective; and whether the spread of contagion, especially in the dormitory and training school, is carefully guarded against, — are some of the questions that demand explicit answers, once a year at least, from an expert acting as an agent of the State. Nor should danger from fire be neglected. Beside the usual precautions that are taken, there should be clear and definite directions given to students what to do in case of fire alarms,

especially during the session of the training school and in the dormitories at night. At least once a month the fire drill should be given to pupils in the training school. Nearly all the important conditions of life and health appear to be met in the greater part of the normal schools ; but it may be a fatal—if pardonable—omission for any normal school not to comply with every important condition.

One of the best means of preserving and improving the health of normal school students and of laying the foundations for a vigorous physical constitution is the training given to them in the gymnasium. The gymnastics, followed by a game or dance and a bath, or by a tramp for the study of nature in fields, woods, or along the shore, add strength and grace and give rest and refreshment. Most of the gymnasiums are in charge of experts, who have thoroughly studied the physiology, principles, and art of physical education. These teachers conduct the gymnastics of a whole class or a division of it, make and record exact physical measurements, privately suggest remedies for deformities and defects, and give special corrective exercises.

Better results in physical training would be accomplished if some of the gymnasiums were larger and if more time were given to the exercises. In the gymnasium of one of the State normal schools, or, if the weather be suitable, in the open air, one school period a day is spent by the students in regular physical training. In another school four periods a week are regularly given to gymnastics by the juniors and also by such seniors as are not assigned to practice teaching ; and in each of seven schools, two periods a week. In the Normal Art School no provision is made for physical training. At the Ypsilanti State Normal College, Michigan, I learned that every junior is required to exercise one period a day in the gymnasium ; and every senior, three periods a week during the term he is not engaged in practice teaching. It is a fact, however, that a large majority of the seniors, after completing their daily practice teaching, take part in the regular exercises of the gymnasium. Their act is one of many illustrations of the attractiveness of gymnastic exercises, although following mental work and demanding at times vigorous and continuous

exertion. Indeed, physical exercise appears to be the counterpart, the complement, of mental exercise ; it expends some of the stored-up nervous energy, and, if rightly conducted, produces enjoyment and refreshment. It is, therefore, a practical question of school economy, whether a period for gymnastics can wisely be added to the afternoon session of the normal schools.

Although some of the candidates for admission are rejected on account of failure to pass the physical examination, yet it is probably true that quite half of the students who enter the normal schools need to "be built up physically," and that the other half need to be so trained that they can and will preserve their health and increase their physical stamina. The study of physiology and hygiene, the gymnastic training, and the free exercise in the open air, do much for all the students. Those who live in the normal school "boarding halls," or "dormitories," occupy, as a rule, well-lighted and well-ventilated rooms ; have regular hours for quiet, uninterrupted study ; are provided with wholesome, nourishing, and sufficient food ; have opportunities for entertainment and for social intercourse with teachers and with each other ; and are required to take plenty of time for refreshing sleep. It is, therefore, plain that the general influence of dormitory life on the health and well-being of normal school students is good.

The health and comfort of students who live at home or in families approved by the principal must vary with conditions and circumstances. A perfect home, whether it be of prince or peasant, is a mighty power for good ; and a well-ordered household, where the woman at the head "stretcheth out her hand to the needy," "openeth her mouth with wisdom, and in her tongue is the law of kindness," must be the source of cheerful, healthful, and inspiring influence. Other kinds of homes need not be mentioned. It is enough to know that healthful student life requires regular hours for study, sleep, and exercise, and especially demands freedom from social engagements, distractions, and excesses. Such favorable conditions of life can, as a rule, be better secured in a normal school dormitory than in ordinary homes.

If impressions and occasional investigations are trustworthy,

students are better developed physically and in firmer health at the end than at the beginning of their normal school life. Ill-health and physical weakness are, however, so obstructive and wasteful in teaching that the State cannot afford to be uncertain with regard to the physical condition of normal school students. Thorough investigations should be made, and exact physical statistics collected. The greatest present need is more time for the work that the conductors of physical training are fully competent to do. The co-operation of a medical expert will, in some cases, be needed. Moreover, once a year at least, every student should be physically examined.

Whether normal school life satisfies all the conditions of health is uncertain; but there is no doubt that its general influence in forming correct habits, intellectual and moral as well as physical, is strong and effective. It cultivates in the students good judgment and thoughtfulness; self-dependence and independence, tempered with a consciousness of past and present shortcomings; appreciation of the beautiful in nature and literature, and of the heroic in myth, legend, and history; strength of purpose, patience and endurance, and reverence. The scope of normal school life is broad, and its opportunities are great. Probably no other kind of school life — certainly, no college life — can equal its opportunities of combining practice with theory. The relations of the students to their principal and teachers in the normal school on the one hand, and to the pupils and teachers of the practice school on the other hand, result in giving daily to the second-year students practical pedagogic problems that they, with or without help, must solve. Thus the life of normal school students is real and earnest, and, lacking much, is becoming broader and deeper.

THE PURPOSE OF THE STATE NORMAL SCHOOLS.

The purpose of the State in establishing and supporting normal schools has been clear and definite, viz., to prepare students for teaching in the public schools, — for the most part, in kindergarten, primary, and grammar schools. It is true that some of the graduates from the Normal Art School and from the department of domestic arts in the Framingham Normal School and some other graduates from normal schools have

become teachers in the high schools; but the large majority of graduates have been prepared to teach, and have taught, in schools below the high.

The question has been considered whether the State should provide normal school training for students who are to teach in high schools. It has already provided for giving in normal schools instruction for at least a year to college graduates. If these are to teach in "the grades," or kindergarten, they can receive the usual elementary pedagogical instruction and practice in any of the State normal schools. If, however, college graduates are to prepare in normal schools for teaching in high schools, pedagogical instruction from a different, if not a higher, point of view must be given and a practice school containing high school classes, conducted by competent high school teachers, must be provided and specially organized. The Bridgewater Normal School, with its four years' course, offers an opportunity for suitable study of pedagogical high school theory, and for applying pedagogical doctrines in reviewing high school studies. But the teaching practice of college graduates must at present be confined there to the regular teaching in "the grades,"—good to a certain extent, but insufficient for those who are to enter high school service. It should be kept in mind that, since high schools have become "common schools," more teachers are needed in them than formerly; and that young college graduates who are to be high school teachers should have high school practice, under expert guidance and criticism. It would, therefore, seem wise for the State to make some arrangement by which the needed high school practice in teaching may be secured. Such a modification of present plans would be in exact accordance with the purpose of State normal schools, — to prepare teachers for the public schools.

If such a modification of the training at Bridgewater were made, an additional opportunity would be offered students who, after completing there the four years' course of study, enter college or scientific school. Admitted to the sophomore or junior class, they would complete the college course of study, and then begin to teach, qualified to surmount the usual obstacles that beset the path of recent college graduates who have

had no experience in teaching. It is plain, however, that, whatever the State may do to make college graduates efficient teachers, the most beneficent work of normal schools must continue to be the preparation of students for teaching public elementary schools.

In this connection it may be desirable to call attention to what appear to be two mistaken criticisms of the work of normal schools, — criticisms made by intelligent and thoughtful men. They affirm that too much of the work of normal schools — at least more than is reasonable — is “academic,” and not “professional.” It is true that, if students entering the normal schools had a clearer, more exact, and more comprehensive knowledge of the elementary and high school branches, much time would be saved for professional study; but, even then, it would be necessary for every common branch and for some high school subjects to be, not reviewed, but studied anew, so that students might acquire a scientific knowledge of each subject, with its principles and essential facts in their proper proportion and in their logical and psychological relations. The child’s and even the youth’s view of elementary studies, though it may be clear and correct, is necessarily narrow. The same is largely true of a high school student’s knowledge of his subjects of study. Moreover, as a normal school student, he must pursue studies in their relation to each other; for example, physics and geology in their relation to geography. The criticism appears to be right in one respect. It happens that a choice of sciences is allowed for admission to normal schools, and that the choice results in having in the same normal school class some students who have studied and others who have not studied the science that the class are pursuing. A remedy for the waste of time thus caused would be to require certain sciences to be studied before admission, and others after admission, to the normal school.

The second criticism is nearly opposite the first, viz., that normal schools do not spend time enough on the higher studies, — those that broaden the view of life, that humanize it, and that make for culture for culture’s sake. The sufficient answer to this criticism is, that the normal schools find it difficult to do satisfactorily in two years the work now assigned them. If

they were required to keep the students three years, they would probably increase the time for study and practice, and might think it desirable to extend the time given to the study of nature, literature, and history, and might even add the study of social science, — a study that rightfully demands a place in the normal school course of study.

The second criticism loses much of its force when the influence of the central study of normal schools is rightly estimated, viz., the study of children, — their nature, tendencies, impulses, instincts; their characteristics, physical, intellectual, and moral; the occasions of their spontaneous acts and the effectual motives to their conscious efforts; the causes and regimen of their intellectual growth; the preventives of and remedies for their sluggishness or degeneracy; the all-powerful effects upon them of love and sympathy and sacrifice. This central study is pursued by observation and companionship in the classroom and gymnasium, and on the playground; by listening thoughtfully to lectures; by careful investigation and pertinent reading; and especially by teaching and governing children under the suggestion and careful and sympathetic criticism of expert teachers.

Nor does the influence of the central study stop here. The student tries to measure the growing powers of mind and body from grade to grade, and to adapt instruction to the ability and needs of pupils. Thus the utilities, novelties, and beauties of real life — of home, street, shop, field, garden, woods, playground, and school — are made by him to do service in educating the children; the interesting and impressive in poetry and song, in story and history, are used by him for cultivating the imagination and taste and improving the morals; and the observation of natural phenomena, the experimental and simple study of elementary science, the drawing and coloring, and the hand work in its various forms, are made by him the sources of genuine pleasure to his pupils, and the beginnings of excellent studies and of useful and artistic work. What higher study than the study of children can be anywhere pursued? It is more humane than the humanities, and nearer to nature and the God of nature than the study of flower or bird or of any other living thing.

THE ORGANIZATION AND WORKINGS OF THE STATE NORMAL SCHOOLS.

A perfect normal school is a unit, of which the students form the central part and have definite vital relations with the other parts, viz., the teachers of the normal school, the pupils and teachers of the practice school, and the principal administering the affairs of the whole. It is obvious that the vitality of the whole and the perfect performance of its function depend upon the vitality and the perfect performance of the function of each part.

While all for each and each for all is the guiding rule for the successful working of any school, its vitality must largely depend upon the spirit, ideas, wisdom, and life-giving energy of the principal. This is emphatically true of the principal of a State normal school in Massachusetts. The State gives him large independence and great power commensurate with his great responsibility. It rightly assumes that the influence of his character, fair-mindedness, temperance, and dignity will be felt by every teacher and student in the school; that its affairs will be so administered by him that even in his absence it will suffer no detriment; and that, while respecting the past and preserving its excellent methods, he will keep abreast or ahead of the times in matters pertaining to education.

Before the nomination of a teacher for a normal school is proposed by the board of visitors to the committee on teachers, the recommendation and advice of the principal are wisely regarded as indispensable. When a vacancy occurs among the teachers, no one knows better than he the kind of teacher needed for filling it. He knows, too, that to supplement his instruction and to give instruction in other departments than his own he must have teachers that are specially prepared, expert, and enthusiastic. The unity and vitality of his school depend upon their hearty and active co-operation with him. The same is for the most part true of teachers in model and practice schools.

It is a principle of sound educational economy, — a principle that cannot be violated without detriment to the normal schools, and, consequently, to the public schools, — that none but the

best teachers should be employed in normal schools and in model and practice schools. The retention of unsuitable teachers is a menace to the normal schools and a caricature of the "normal school idea." In order, therefore, to protect the normal schools from incompetent teachers, I recommend that every new teacher for a normal, model, or practice school be appointed on probation for one year, the same to be reported upon, near the close of the probationary year, to the Board of Education, by its secretary or one of its agents and by the principal of the normal school, before confirmation by the Board. After confirmation, the teacher, conscious that he has been approved by the State as a suitable and efficient teacher, will continue his work with increased zeal and vigor,—a work second to none for its far-reaching usefulness and for its influence in raising the standard of the public schools. The time will come when the State, already generous towards the normal schools, will feel that it cannot afford to allow an excellent teacher to be kept from entering or to be drawn away from the normal school service by the offer of a larger salary elsewhere. Indeed, has not the time already come for so regulating the salaries of normal school teachers as to recognize moral power, intellectual ability and attainment, experience and skill in teaching and efficiency?

There is a family likeness in the organization and workings of the ten schools. Even the Normal Art School, with its distinctive purpose, has *in embryo* this general resemblance. But the common likeness is exterior and superficial. Possessing in some measure and in different proportions the means that make for unity and vitality, each school produces results differing in degree and kind from those of any other of the State normal schools.

Some of the differences in organization, workings and products of the normal schools are the following:—

1. *The Length of the Courses of Study.*—In the Boston Normal Art School, there are five elective courses, each requiring four years for completion. In the Worcester Normal School, there is a general course of study and practice either two years and a half or three years long. In each of the eight remaining normal schools, there is an elementary or general

course of study two years long, with an *offer* of a three years' course from several of those schools.

Lowell has a regular three years' course, an elective one year's course after graduation from a regular two years' or three years' course; Bridgewater, a regular three years', or intermediate, course and a regular four years' course; Fitchburg, a regular advanced course of two years after graduation from the elementary course of two years. Hyannis offers a course of four years.

Lowell, Bridgewater, Westfield, and Fitchburg have a two years' kindergarten course; Lowell, also, a post-graduate one year's kindergarten course; North Adams, a kindergarten primary course for two years, and a graduate kindergarten course for one year.

Moreover, the Framingham Normal School includes the Mary Hemenway Department of Household Science and Arts, whose course of study and practice is two years long.

If there be added to the courses of study just noted, the one year's and the two years' course for college graduates, the one year's course for experienced teachers, the Saturday course at Framingham for teachers, the vacation course at North Adams and the summer courses at Hyannis for teachers, the result will show that the State is sharply looking out not only to prepare students to teach different grades of schools and special subjects but also to improve teachers now in the service.

The four years' course of study is intended for students that are preparing to hold the higher and more difficult teachers' positions or for giving departmental instruction. At present there appears to be no increased demand for a four years' course.

On the other hand, the need of a three years' instead of a two years' course of study is making itself strongly felt. Some of the departments of study have in late years been broadened and deepened, and, requiring longer study and more concentration, have been hampered by lack of time. In place of thorough study, of thoughtful reading and of investigation without haste and without waste, too much dependence must be placed on type forms, illustrations by examples and instances, general information, oral instruction, experiments made by the teacher in the lecture room instead of the students in the lab-

oratory; and, in general, students must be exposed to that deadliest of pedagogical ills, viz., the substitution of the deductive for the inductive method. The alternative to the teacher is to hurry the students over the ground, or to omit essential or important subjects and exercises. It should be stated, however, that the lengthening of the course of study to three years would at first probably lessen the number of students applying for admission. The financial reason for this decrease might be met by lending students enough to pay the whole or a part of their expenses for room and board. Some of the objections to a two years' course of study could be lessened (1) by securing a better preparation for admission, — an improvement that must be made slowly; and (2) by lopping the excrescent parts of several subjects of study, by better observing the law of proportion, and by occasionally breaking up routine and smashing the idols that prevent simplicity, directness, and the exercise of sound judgment. But these changes for the better should be made, whatever be the length of the course, and for other reasons than the saving of time. As things are, and are likely to be for fifteen or twenty years, it will probably be for the interest of normal schools to require, after due notice, that the regular minimum course of study be three years long.

2. *The Observation of Model Teaching.* — The juniors in the larger part of the normal schools observe systematically model teaching in the practice or model schools. They observe the best kinds and forms of teaching classes and of governing them, and, under the guidance of a supervisor, who goes with them, they note the points of excellence in spirit, method, and skill. They also gather miscellaneous facts that they think are worth noting. Going to another class room with the supervisor, they confer with him, and, drawing inferences from the facts gathered, correcting, discussing, and expressing conclusions, they begin to form an ideal of a model school. It is hardly necessary to write that a normal school that omits the exercise of observing model teaching is depriving the students of a most important pedagogical motive, — a motive that they need early in their course, and that will be effective after they have completed it.

3. *The Length of Time assigned to Practice Teaching.* — Students in the two years' course do, in the second year, their

practice teaching. Its length varies with the school, ranging from about six weeks to about thirteen weeks. In several of the schools the senior class is divided into three parts, each division spending in turn about one-third of the year in practice teaching. In one school the practice teaching is given four periods a week the first half of the senior year; in February the same class is divided into two parts, each division to teach in turn eleven periods a week for ten weeks.

In the three years' course practice teaching is much increased, as in Fitchburg and Worcester. Students of the Fitchburg Normal School, after teaching about fourteen weeks in the first half of the second year, and after studying the second half of the same year and receiving a second year diploma, may be selected to teach for a year, under pay, in the Fitchburg and Leominster schools. At the close of their one year of teaching they may return to the normal school for one year of study. After completing satisfactorily this fourth year of work, they are awarded advanced diplomas.

Students in the Worcester Normal School, after visiting and observing Worcester primary and grammar schools during the first half of the second year, teach in them as apprentices during the second half of the same year. They give four days of each week to the work, and on the fifth day return to the normal school for advice, suggestion, and criticism from the supervisors of their work. These supervisors are members of the normal school faculty, who are specially detailed for regularly and frequently visiting the apprentices. At the close of the first half-year of apprenticeship, students that show little or no teaching ability leave school; others that have partially failed, but give promise of improvement, are allowed to repeat the first apprenticeship; and the remainder receive certificates of approved apprenticeship. From the last are selected students to take the advanced apprenticeship during the first half of the third year. At the beginning of the last half of the third year, all, whether apprentices or advanced apprentices, return to the normal school for one-half year of study, and, at its successful close, are awarded diplomas with certificates of apprenticeship or advanced apprenticeship.

Practice teaching under right conditions vitalizes the work of the normal schools, plants the professional idea in the minds

of the students, and makes the pedagogical motive strong and effective. But the practice must continue long enough for students to begin the formation of the teaching habit, and to realize the obstacles and to adopt or originate methods of surmounting them. By giving to practice teaching one-sixth of the senior year of the two years' course, the students develop some teaching power, but far too little. If the time for practice is one-third of the senior year, they are likely to establish at least a narrow basis for future teaching. Indeed, the practical teaching ability of the latter is noticeably greater than that of the former. And here the experience of the Worcester and Fitchburg normal schools is helpful and instructive. In their course of three years, students in the Worcester Normal School spend one year in teaching. Of the "four years' course" in the Fitchburg Normal School, about one year and a third is given to teaching. Thus the longer practice teaching combined in each school with a longer period of study produces greater and better teaching ability, and may well arouse a deep interest in the question whether the minimum course of study for normal school students should be three years instead of two years long.

4. *The Organization for Practice Teaching.*—The differences appear to be less than the resemblances in the organization for conducting practice teaching in the several normal schools. There are, however, important differences and peculiar and mixed varieties. Among the resemblances, it should be mentioned that, as a rule, the teaching in the upper grades of the practice schools is departmental and that the teachers of music, drawing, manual training, and gymnastics in the normal schools are respectively teachers of the same subjects in the practice schools.

After the students have been assigned to classes for practice, the regular teachers of the practice school lay out work for them, help them prepare for teaching a subject, criticise their preparation, observe them while teaching, and afterwards meet them for the purpose of calling attention to merits and defects, and of suggesting improvements and remedies. Occasionally, or it may be regularly, the principal and especially teachers of the normal school meet the students, review with them and

consider pedagogically the subjects that they are teaching in the practice school. Such in substance is the simple organization for doing practice work at Framingham and Westfield.

At Bridgewater, Salem, and Lowell another officer appears, styled "supervisor of practice" at Bridgewater and "critic teacher" at Salem and Lowell. Her function appears to be to organize the work of practice teaching, to assign students for practice to grades and classes, to see that each of them does the work assigned, to observe silently its quality, to confer in matters of doubt with the regular teacher, to advise, criticise, and encourage students collectively or individually, to teach them the best way of keeping school records, of reporting to the principal, and of doing a thousand and one things, — "the mint and anise and cummin of the law" which no careful teacher can leave "undone."

At Lowell, too, and at Fitchburg, North Adams, and Bridgewater, some of the normal school teachers go regularly to the practice school, in order to become acquainted with the work done there in their several departments, confer with the training teachers, work individually with the students, and — more than all else — teach there regularly the subject that they have charge of in the normal school. Nor is the climax yet reached. At Hyannis teachers of the practice school, expert in elementary methods and special subjects, give regular instruction in the normal school.

Thus, when the good of the students and teachers is promoted by an interchange of work between normal school and practice school and the general welfare of the institution is not marred thereby, the partition wall between the two schools may be safely removed. The teachers of the normal schools need the influences of intimacy with the life of children, while the teachers of the practice schools need to work with the normal school teachers, and thereby acquire the habit of thinking and feeling that they are an essential part of the normal school corps of teachers.

Before leaving this part of the report, special attention should be given to the practice schools at Fitchburg and Lawrence. Instead of a regular teacher in charge of each class room, a supervisor has general charge of several class rooms. She not

only oversees and guides the work done by each student who is teaching, but also takes a hand in it herself. Studying the characteristics of each student, the supervisor forewarns her of the breakers ahead, and makes it plain to her that she must be vigilant, resourceful, and judicious. Practice teaching under such circumstances cultivates self-dependence, and soon makes manifest the strong and weak points in disposition, character, and will, and gives an opportunity to the strong for correcting faults and of becoming stronger, and to the weak either of strengthening themselves or of proving themselves failures in teaching. At Fitchburg the counterpart of the practice school is the model school, chiefly used for observation of the excellent in organization, administration, and methods of teaching and governing.

5. *Plans and Courses of Study and Instruction.* — The differences in plans and courses of study and instruction in normal schools are many and great. It would be strange, if it were otherwise; for the schools have had, in large degree, an independent origin, growth, and life. But there is a larger life than the life of a single school, and that is the life of all the schools; and this common life should express, and be controlled by, the common purpose, common needs of the public schools, and the common sense of the normal school teachers. The course of study for normal schools should be laid out in accordance with the best ideas of the times and of the needs of students preparing to be teachers. It should then be approved by the majority of the principals of the normal schools; and, after it is sanctioned by the Board of Education, should be sent out not as a mandatory course, but as what should be, under ordinary conditions, the normal school course of study. Thus unity, and not uniformity, would be promoted and at last secured; the right relations of studies to each other would be expressed; a proper balance would be maintained, and unnecessary and accidental incongruities avoided.

I have been unable, in my short term of office, to collect the greater part of the plans of departmental study in the normal schools and training schools, and consequently I have not compared the plans with one another, — a comparison that would help much in understanding and appreciating the scope and

details of normal school instruction and in explaining the contrast in results attained in the same subject by different schools. While observing the teachers engaged in their ordinary work I have received distinct impressions of their ability and skill and shall endeavor to express my judgment of them in my reports on individual schools.

THE INCREASE OF NORMAL SCHOOL STUDENTS AND GRADUATES.

In the year 1902-03, the number of students enrolled in the Massachusetts State normal schools was 1,794; while the number of graduates was 528. Nearly all these graduates are engaged in teaching. As a rule, the demand for graduates to serve as teachers is greater than the supply.

In the last ten years, the number of normal school students has gradually increased from 1,231 in 1894 to 1,794 in 1903, or 69 per cent.; and the number of graduates, from 263 in 1894 to 528 in 1903, or 50 per cent.

In the year 1902-03, the number of public school teachers employed in the State was 14,299, an increase, in one year, of 394. The number of teachers that had attended a normal school in this State or elsewhere was 6,922, an increase, in one year, of 424. The number of these who were graduated from a normal school was 5,931, an increase, in one year, of 480.

The important fact appears to be that of the number of teachers employed in the Massachusetts public schools during the year 1902-03, 41.4 per cent. were graduates from normal schools.

THE FUTURE OF THE STATE NORMAL SCHOOLS.

The desirable unity of normal schools should not be forced or even directly sought, but should be the natural result of using the most efficient means and the best methods of preparing students for teaching. The old psychology is dying a natural death. Although it was imperfect and its major premise was an hypothesis, yet it served its day and generation as an admirable exercise in logic, and as a dignified and reputable means of communicating the principles of teaching, — principles that were the results partly of the experience and wisdom of ages and of common sense, and partly of the observation and study of mental phenomena.

The new psychology is still in a formative state. The study of children brings it very near to the normal schools and to the life of the students, and makes it largely an inductive study. Biology, too, is opening the eyes of the students to the wonderful and beautiful laws of evolution of body and mind. The new psychology has reasons for believing that it has removed some of the obstacles in the way of a rational explanation of mental phenomena. Recognizing the biological fact that the higher organisms are the result of gradual evolution from lower and simpler forms, it has studied psychic life in primitive organisms that possess the rudimentary elements of the higher forms of consciousness. It is hardly necessary to state that in teaching students the new psychology, as in teaching any other subject, fact should be distinguished from inference and theory. An accurate observer may be an unsafe philosopher; and a wise teacher, although he knocks modestly at the door of the laboratory for biological and psychological facts, yet prefers to make the inferences himself or to depend upon the wisdom and philosophy of the fathers.

The studies that will affect the future of normal schools will not be confined to the new psychology and the new pedagogy. The study of nature in its manifold aspects will remain the most attractive and the most elevating study. The life of children, youth, and men in their ordinary relations and with their pursuits and avocations will also be studied. That the schools must be near to or a part of real life — home, social, industrial, commercial, agricultural — is becoming an important pedagogical doctrine. The kindergarten; the classes in gardening, wood working, sewing and cooking, and in singing and drawing; the Boston Normal Art School, and the department of household arts at Framingham; the commercial and trade schools, the textile schools in Lowell, New Bedford, and Fall River, the mechanics arts high schools in Boston and Springfield, and the Rindge Manual Training School in Cambridge, all feel the pulses of real life, and are prophetic of the future; and geography, history and even arithmetic are becoming associated with and illustrated by the life of the community. Thus the human interests in the daily and common life help in training children and youth to perform intelligently and skilfully the or-

dinary work of life. *The greatest pedagogical art of the future will be to train pupils to enjoy doing their work vigorously and thoroughly, whether it be easy or hard.*

In discovering and using this highest pedagogical art, the State normal schools of Massachusetts are best qualified to take the lead. The effect of its use upon the children and youth of coming generations will be mighty. It will increase many fold the sum of human happiness, endeavor, and accomplishments; it will prevent liberty from becoming license; it will counteract and destroy the influence of weakening and epicurean philosophies that are stealing into American life; and will firmly establish the principles of education that make for virtue, strength, vigor, and effectiveness.

Respectfully submitted,

ELLIS PETERSON.

APPENDIX.

MASSACHUSETTS STATE NORMAL SCHOOLS.

Admissions and Membership. — The following statement covers the years that have elapsed since the raising of the standard of admission in 1896 : —

EXAMINATIONS FOR ADMISSION.	Number examined.	ADMITTED TO ALL CLASSES.		Membership of all the schools December 1.
		Normal Art School excluded.	Normal Art School included.	
June and September, 1896, .	—	389	456	1,123*
June and September, 1897, .	843	713	780	1,388
June and September, 1898, .	852	654	743	1,572
June and September, 1899, .	858	703	779	1,624
June and September, 1900, .	950	718	819	1,643
June and September, 1901, .	942	684	768	1,628
June and September, 1902, .	978	683	769	1,708
June and September, 1903, .	892	577	683	1,638

* Whole number of different pupils during the year 1896-97.

Table showing admissions and attendance for 1903, with other normal school data.

NORMAL SCHOOLS.	TEACHERS IN NORMAL SCHOOLS.		TEACHERS IN MODEL AND PRAC- TICE SCHOOLS.		Examined in 1903 for admission.	ADMITTED TO —		NUMBER OF DIFFERENT STUDENTS FOR 1902-1903.			ATTENDANCE DEC. 1, 1903.			Number of Gradu- ates in 1903.	Different students from the begin- ning.	Graduates from the beginning.
	Men.	Women.	Men.	Women.		Entering class.	Higher or special classes.	Men.	Women.	Totals.	Men.	Women.	Totals.			
Bridgewater, . . .	7	8	1	12	184	92	23	29	245	274	30	224	254	101	5,271	3,428
Fitchburg, . . .	4	7	4	19	39	39	5	5	116	121	3	114	117	28	461	235
Framingham, . . .	4	11	-	8	99	73	2	-	206	206	-	183	183	71	4,094	2,398
Hyannis, . . .	4	3	1	7	16	14	2	7	44	51	2	31	33	24	237	103
Lowell, . . .	3	7	1	26	135	63	18	1	152	153	1	164	165	55	549	206
North Adams, . . .	4	4	-	20	45	34	10	-	110	110	-	88	88	32	345	176
Salem, . . .	4	12	-	10	133	83	7	3	232	235	2	202	204	75	4,976	2,613
Westfield, . . .	5	2	1	14	78	62	12	1	136	137	-	121	121	54	4,559	1,907
Worcester, . . .	6	6	-	3	52	37	1	3	167	170	2	138	140	38	1,825	1,051
Normal Art (Boston), . .	13	3	-	-	111	100	6	74	263	337	63	270	333	50	3,074	1,183
Totals, . . .	54	63	8	119	892	597	86	123	1,671	1,794	103	1,535	1,638	528	23,391	13,200

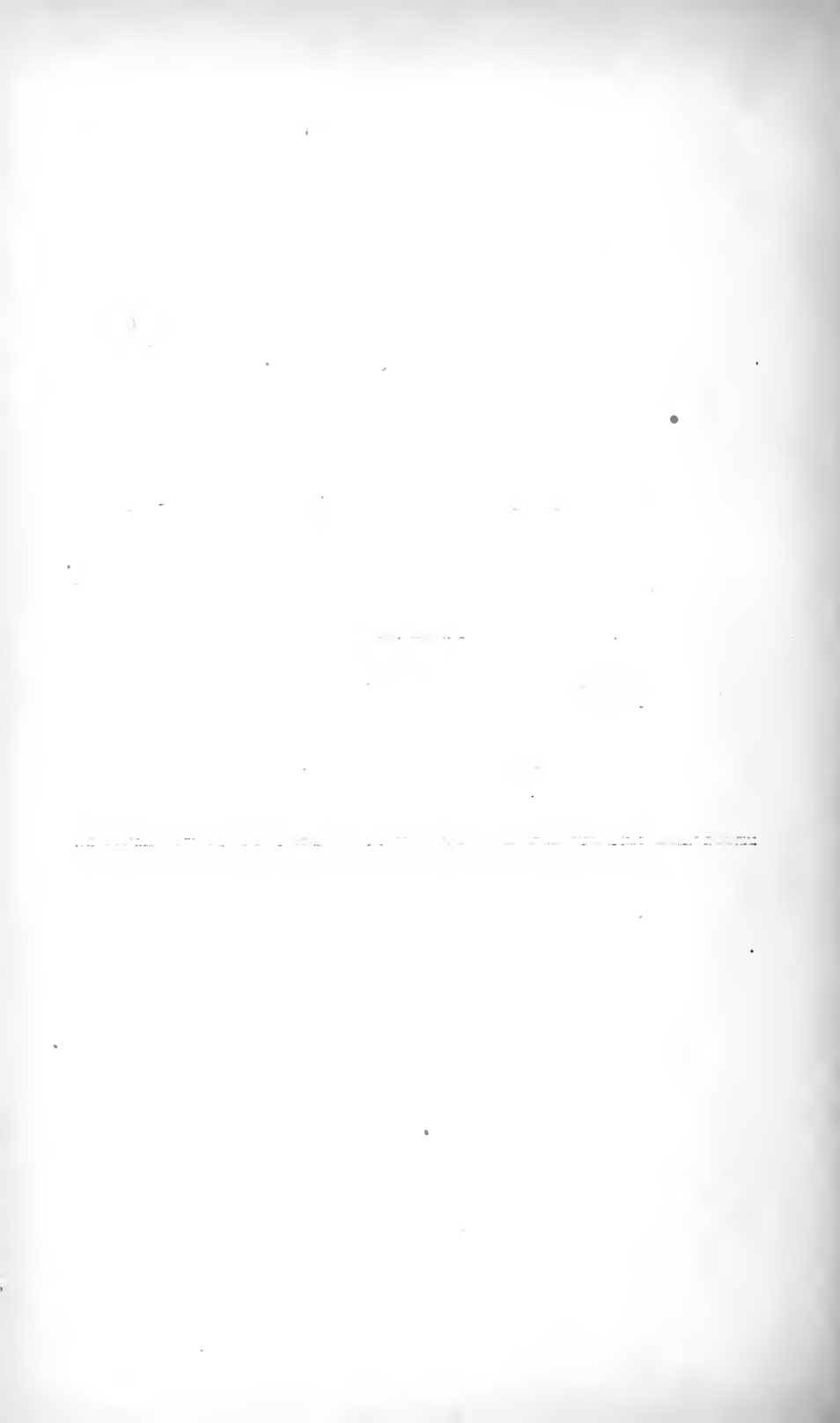
Table showing the number of students and graduates, 1894-1903.

	1894.		1895.		1896.		1897.		1898.		1899.		1900.		1901.		1902.		1903.	
	Pupils.	Graduates.	Pupils.	Graduates.	Pupils.	Graduates.	Pupils.	Graduates.	Pupils.	Graduates.	Pupils.	Graduates.	Pupils.	Graduates.	Pupils.	Graduates.	Pupils.	Graduates.	Pupils.	Graduates.
Bridgewater,	242	62	256	91	252	94	254	99	274	108	281	111	285	125	287	113	261	97	274	101
Fitchburg,	-	-	46	-	110	-	113	26	99	41	108	27	113	31	129	22	121	44	121	28
Framingham,	141	26	138	36	117	41	91	38	102	24	156	64	163	63	194	73	194	63	206	71
Hyaunis,	-	-	-	-	-	-	40	-	55	-	60	29	61	11	47	25	51	14	51	24
Lowell,	-	-	-	-	-	-	140	-	140	4	135	43	142	33	144	38	147	37	153	55
North Adams,	-	-	-	-	-	-	71	-	97	-	82	47	75	36	87	29	88	32	110	32
Salem,	221	55	192	52	142	59	140	55	178	47	231	55	226	80	238	81	235	93	235	75
Westfield,	161	43	134	52	97	37	77	29	105	32	112	60	116	42	135	55	125	54	137	54
Worcester,	213	38	201	42	200	51	191	54	190	52	197	37	218	46	206	62	181	55	170	38
Normal Art School,	253	39	268	23	221	27	217	20	258	32	287	47	303	46	324	43	325	37	337	50
Totals,	1,231	263	1,225	301	1,139	309	1,334	321	1,498	340	1,649	520	1,702	513	1,791	541	1,728	526	1,794	528

APPENDIX B.

REPORT OF JOHN T. PRINCE,

AGENT OF THE BOARD.



REPORT.

To the Massachusetts Board of Education.

In the notification of my appointment this year as agent of the Board, it was stated that my duties were "to be those described in paragraph 3 of the special report on agents, appended to the sixty-sixth annual report of the Board." This paragraph reads as follows : —

(a) The examination and certification of teachers, it being the belief of the committee that as far as possible the statutory requirement in regard to such examination should be systematically carried out. If this effort is conscientiously made, it will undoubtedly require the larger part of the time of this agent.

(b) The keeping of a careful register of all the teachers examined and approved, as well as of all persons graduating from the normal schools, together with a full statement of the qualifications and experience of the respective candidates eligible for appointment as teachers. This registration should be open to the inspection of school officials in search of teachers in any part of the Commonwealth.

(c) In addition to the work of examination and approval, he should be an assistant to the secretary, rendering such aid and performing such services as the secretary may from time to time direct.

(d) Incidentally, this agent should also be ready to assist by advice and counsel the district superintendents in any portion of the Commonwealth not reached by other agents.

(e) He should also be expected to attend the institutes and assist in their work as far as it is practicable in connection with his other duties.

Inasmuch as the examination and certification of teachers called for in the above outline of my duties has not been attempted before in Massachusetts, and as an inquiry may be raised, naturally, whether such service shall be continued, and, if so, what form it shall take, it seems fitting that a full report of what has been done this year be made.

The "statutory requirement" above referred to provides that the certificate given to candidates "shall be either probationary or permanent, and shall indicate the grades of school in which the candidate is qualified to teach." Soon after the enactment of this law, a detailed plan of procedure was made by the secretary and agents of the Board. The plan was adopted by the Board, and, in all its essential features, was made the basis of my work of examination. The adopted plan made provisions for the examination and certification of teachers of elementary and secondary schools, and also of teachers of special subjects, such as manual training, music and drawing. The certificates thus provided for were to be both probationary and permanent. Instead of attempting to carry out all the provisions of this plan at one time, it was thought advisable to make this first examination an examination of candidates for an elementary (primary and grammar) school certificate, and that the certificate be probationary. Accordingly, a circular was prepared in April, announcing the time and places for holding the examinations; and a second circular in May, giving further information as to the character of the examination, testimonials required, etc. This second circular was distributed as widely as possible, especially among teachers of country schools and recent college graduates. It is as follows:—

MAY 12, 1903.

STATE EXAMINATION AND CERTIFICATION OF TEACHERS.

On Friday and Saturday, Sept. 25 and 26, 1903, there will be held under the direction of the State Board of Education an examination of candidates for an *elementary teachers' probationary certificate*. The examination, beginning at 9 o'clock A.M. on Friday, will be given in the following places: Public School Class Room, Normal Art School Building, Boston; Room No. 18, Normal School Building, Worcester; Room No. 88, Normal School Building, Westfield.

The examination will be oral and written, and will be open to all who desire to take it. It must, however, be understood that the standards already set by the State in the two years' normal school course and by many cities and towns of the State in the selection of teachers will be maintained in this examination, and that, therefore, those only should take it whose scholarship and professional training or experience are of a high order.

WRITTEN EXAMINATION.

The written examination will embrace tests on the following groups of subjects : —

I. — Language.

(a) *English.* — The examination in English will test (1) the candidate's ability to write good English, and his knowledge of the essentials of English grammar and rhetoric ; and (2) his knowledge of the best literature of English and American authors.

The features of composition writing looked for will be those which are most encouraged in our best high schools. In place of a portion of this test the candidate may present an exercise book, *properly certified by his instructor*, containing original work of any kind.

In the literature paper a number of optional subjects will be presented from the best-known English and American classics. Those, therefore, whose reading of the best literature has been wide and appreciative have made all the preparation for this test that is needful.

(b) *Latin or French.* — Any other foreign language may be substituted for Latin or French if due notice is given by the candidate.

1. *Latin.* — The translation at sight of simple Latin prose and verse into simple and idiomatic English ; also, an examination on a portion of the speeches of Cicero against Catiline, directed to testing the candidate's mastery of the ordinary forms, constructions and idioms of the language, the test to consist in part of writing simple Latin prose, involving the use of such words, constructions and idioms only as occur in the speeches prescribed.

2. *French.* — The translation into simple and idiomatic English of ordinary nineteenth-century prose, with direct questions testing proficiency in grammar ; also, translation into French of simple English sentences or of easy connected prose, to test the candidate's familiarity with simple idioms and grammatical forms.

II. — Mathematics.

A choice is offered of algebra or geometry.

(a) In algebra the topics covered will include factoring, fractions, ratio and proportion, involution and evolution, ratio and proportion, arithmetical and geometrical progression, the ordinary methods of elimination, and the solution of both numerical and literal equations of the first and second degrees with one or more unknown quantities, and of problems leading to such equations.

(b) The requirement in geometry will embrace the following topics : the general properties of plane rectilinear figures ; the theory of

limits ; the circle and the measure of angles ; similar polygons ; areas ; regular polygons and the measure of the circle ; the relations of planes and lines in space. The propositions required under these several heads are those which are contained in the ordinary text-books of plane geometry. The candidate's preparatory study should include independent solutions and demonstrations.

III. — History.

Candidates will be examined upon the history and civil government of Massachusetts and the United States, and so much of English history as is directly contributory to a knowledge of United States history. The examination will call for comparison of historical characters, periods and events, and, in general, for the exercise of judgment as well as of memory.

IV. — Science.

The examination in science will include : —

(a) Physiology and hygiene, and (b) any one of the following : physics, chemistry, botany, physical geography, zoölogy, geology and astronomy.

These papers will test the candidate's knowledge of such elementary facts and principles as are usually taught in good high schools.

A teacher's statement certifying to the extent and character of laboratory work done by the candidate will be accepted as partial evidence of attainments in the science with which it deals.

V. — Drawing.

The examination in drawing, mechanical and freehand, will test the candidate's ability to draw simple objects, with plan and elevation to scale, and to make freehand sketches of the same in perspective. The paper will also include a test in any one of the three following topics : form, color and arrangement.

VI. — Principles of Education.

The subjects of this group will include (a) the aims and means of education, (b) the elements of psychology, (c) methods of teaching the specific subjects of an elementary course, including physical culture and the rudiments of music, and (d) school management.

If the candidate aims to teach in the kindergarten, the following group of subjects will be substituted for the above group : —

(a) The aims and means of education, (b) the elements of psychology, and (c) Fröbel's views on child training ; also (d) singing,

and (e) games, songs, gifts, occupations, and, in general, the subjects and methods appropriate to kindergarten work.

ORAL EXAMINATION.

Each candidate will be questioned orally upon some of the foregoing subjects, or upon subjects which he is likely to teach, with special reference to his qualifications as a teacher.

This examination will be largely of an individual character, and will be given at any time convenient to the examiners. Due allowance will be made for time taken for this purpose from the periods allotted for written tests. If the number of candidates is so great as not to give sufficient time for the oral examination of all during the two days assigned, another day may have to be given to it by those who can most conveniently reach the place of examination.

TESTIMONIALS.

Candidates must at the time of registration present certificates of a good moral character and of good physical health. The health certificate should be from a physician.

As evidence of scholarship and professional ability, papers may be presented to the examiners certifying to the candidate's graduation from any institution of learning, or to the time and character of experience in teaching. Printed essays, exercise books and any other evidence of original work may also be presented at the time of the oral examination.

CERTIFICATES.

Those who satisfactorily pass the examinations will receive a certificate of qualification to teach in the elementary schools, it being understood that the acceptance of such certificates by towns and cities is optional. The certificate will be valid for three years from its date, unless revoked earlier for cause. At the expiration of such period it may be once renewed for three years, upon satisfactory evidence that the holder continues to do acceptable work as a teacher. After three years of successful experience, the holder of a probationary certificate may be a candidate for a permanent certificate. The present plan of certification contemplates the giving of both probationary and permanent certificates for teachers of elementary and secondary schools, and also for teachers of special subjects.

A register of approved teachers will be kept at the office of the secretary, for the inspection of school officials. Copies of testimonials and other evidence of professional qualification may at any time be sent to be filed with the candidate's other papers.

PRELIMINARY AND CREDITED TESTS.

Candidates who pass satisfactorily the oral test and four of the written tests may be examined in the other four subjects at a subsequent time within a period of two years.

A word may be said here in justification of the advanced character of the examination, as outlined in the above circular, especially as the suggestion has been made that the examination should be confined largely to grammar school subjects, as is the custom in some other States.

Nine years ago the standard of admission to the State normal schools was raised, so as to make it necessary for a candidate to have been a graduate of a high school or to have had an equivalent education. Two years afterwards the standard of admission was still further advanced by the giving of examinations to candidates in high school subjects instead of in grammar school subjects, which had been made the basis of examinations before that time. At present, candidates, in addition to giving evidence of having a good moral character and physical health, are required to pass an oral and a written examination. The written examination, as outlined in a circular of information issued by Secretary Hill, includes papers on the following groups of subjects : —

I. *Language*. — (a) English, with its grammar and literature, and (b) either Latin or French.

II. *Mathematics*. — (a) The elements of algebra and (b) the elements of plane geometry.

III. *United States History*. — The history and civil government of Massachusetts and the United States, with related geography and so much of English history as is directly contributory to a knowledge of United States history.

IV. *Science*. — (a) Physiology and hygiene, and (b and c) any two of the following: physics, chemistry, physical geography and botany, provided one of the two selected is either physics or chemistry.

V. *Drawing and Music*. — (a) Elementary, mechanical and free-hand drawing, with any one of the topics, — form, color and arrangement, and (b) music.

The shortest course for which a normal school diploma is given is two years, and includes the subjects contained in the following prescribed outline : —

I. The study of the educational values of the following subjects, and of the principles and methods of teaching them : —

(a) English, — reading, oral and written composition, grammar, rhetoric, English and American literature.

(b) Mathematics, — arithmetic and bookkeeping, algebra, plane geometry.

(c) History, — history and civil polity of the United States and of Massachusetts.

(d) Science, — physics, chemistry, mineralogy, botany, zoölogy, geography, physiology and hygiene.

(e) Drawing, vocal music, physical training, manual training.

II. (a) The study of man, body and mind, for the principles of education ; the study of the application of these principles in school organization, school government, and in the art of teaching ; the history of education ; the school laws of Massachusetts.

(b) Observation and practice.

There are other courses of study, covering a longer period of time ; but graduates from this course are qualified under the law to receive an appointment by school committees as teachers in the public schools, in lieu of a personal examination. In a certain sense, therefore, a successful completion of a two years' normal school course may be said to establish a minimum of qualifications required by State sanction for teachers of the public schools. It would be manifestly unjust to the graduates of this course and to the schools themselves for the State to set its seal of approval upon qualifications distinctly lower than the standard already established by the State. Moreover, a majority of the towns of the Commonwealth are making the successful completion of a normal school course or its equivalent a necessary qualification for the position of teacher, while many of the more favored towns are requiring successful experience in addition to the normal or college course. The giving of a certificate of qualification, such as is given in some States, might afford a pretext for these towns to lower their present standard in the selection of teachers, while for none of the towns would it furnish teachers of needed scholarship and training. For all these reasons it was thought best to require

of successful candidates for a State certificate high attainments both in scholarship and professional ability.

Competent persons were engaged to assist in preparing the questions for the written examination and in marking the papers. For the purpose of establishing some degree of uniformity in the character of the questions and in the method of marking the candidates' papers, carefully prepared directions and suggestions were given to the assistants, who very faithfully did the work assigned to them.

One feature of the examination which was intended to be especially emphasized was that of the oral test by personal interviews. To carry out this part of the plan effectually, as well as to secure the best judgment possible as to the competence of candidates, examiners were appointed to whom detailed suggestions were given as to the method of procedure in both written and oral tests. The following-named persons were appointed as examiners:—

For the examination in Boston: Mr. Arthur C. Boyden, vice-principal of the Bridgewater Normal School; Miss Sarah L. Arnold, dean of Simmons College, Boston; and Mr. Wm. D. Parkinson, superintendent of schools, Waltham.

For the examination in Worcester: Mr. James W. MacDonald, agent of the Board of Education; Mr. John G. Thompson, principal of the Fitchburg Normal School; and Mr. J. A. Pitman, superintendent of schools, Marlborough.

For the examination in Westfield: Mr. Grenville T. Fletcher, agent of the Board of Education; Mr. Clarence A. Brodeur, principal of the Westfield Normal School; and Mr. A. L. Hardy, superintendent of schools, Amherst.

Apart from some inquiries made as to the particulars of the proposed examinations, there was no means of ascertaining even approximately how many candidates there would be. It was necessary, therefore, to make arrangements for the largest number that would be likely to present themselves. In the preparation of blanks, as well as in all the details of carrying forward the examinations, dependence was placed upon the recorded experience in other places,—especially upon the methods pursued in the Boston supervisors' examinations, which in many respects our proposed examinations resembled.

The plan agreed upon for the oral tests was for each examiner to have a personal interview with the candidates, singly, for the purpose of forming a definite opinion as to the personality, scholarship and professional ability of each one. The examiners were advised to mark in all these respects each candidate on a scale of ten, six being the passing mark. The written papers were to be placed in their hands, each paper having been carefully marked on the same scale. Thus, at the meeting of each set of examiners with myself there would be all the data needed for a deliberate decision upon each case as it was presented. It was thought advisable to have a written ballot upon the question of passing each candidate, and that three out of four votes would be needed for a certificate to be granted.

Thirteen candidates in all presented themselves,—ten in Boston, two in Worcester and one in Westfield. Two of the candidates in Boston dropped out after the first two papers were written, leaving but eleven persons who completed the entire two days' examinations. Of this number, only three were considered to be entitled to a certificate. The names of the successful candidates are as follows: Stella Thomas, South Middleborough, Mass.; Elizabeth Maria Chapin, Somerville, Mass.; Irene May Clark, Charlton, Mass.

One other candidate, having been approved in the oral examination and having passed in five of the eight written papers, was given credit for the approved work, with the understanding that she could be examined in the remaining subjects at any examination held within three years.

In view of the meagre results of this examination, it may be fairly questioned whether the law requiring such examinations ought longer to remain on the statute books; or, if it does remain, whether a further trial should not be made in a somewhat different direction from that which has met so feeble a response.

It should be remembered that the certificate offered in the examination just closed is co-ordinate in one respect with the State normal school diploma, in that both by law may be accepted by school committees from candidates for the position of teacher, in lieu of a personal examination. If, as I have

tried to show, the State certificate stands for qualifications no lower than are required of our normal school graduates, there is little inducement for any one to take the examinations; for the normal school graduate already has in his diploma all the credit he would have in a State certificate, so far as getting a position is concerned, and the non-graduate would naturally shrink from taking an examination whose professional requirements are as severe as they should be. The fact that the number of candidates in the recent examination was so small, and that most of them were professionally trained in some institution, is an indication of what may be expected in the future, if the present plan and scope of examinations are continued. Doubtless a larger number of candidates will in time present themselves, if the examinations of the kind recently given should be continued; but it is not likely that the number will be large, for the reasons I have named. The State, of course, could force persons to take the examination, by making it the prerequisite for teaching in the State; but this would be doubtful policy, so long as our normal school facilities and standards remain as they are. The examinations might be made, as in some European States, a necessary part of the normal school course; but experience has shown that a very small number of persons take such examinations who have not taken a normal school course.

What has been said thus far relates to an elementary probationary certificate. Other certificates may be regarded quite differently. A certificate for teachers of secondary schools might not be regarded as co-ordinate with a normal school diploma already offered by the State, but be sought for the direct assistance it would give in securing a position in a secondary school. It is true that a normal school diploma may, like a State certificate, be accepted by school committees from candidates for any position as teacher; but a two years' course of a normal school is now rarely regarded as sufficient preparation for teachers of high schools; even a four years' normal school course does not in all respects meet the needs of high school teachers. The certificate for teachers of secondary schools would, therefore, have a value distinctly higher than that which is attached to any diploma now issued by the State.

Such a certificate would be likely to have even a greater value in the estimation of employers of teachers than is usually attached to a college diploma, for it would be a certificate of professional as well as scholastic qualifications. We should naturally expect, therefore, that as soon as the value of the advanced certificate became known, an examination of candidates would be attended by a considerable number of young college graduates who had taken a professional course, and by non-graduates who desired some recorded recognition of their attainments.

There is still another kind of certificate which the law expressly authorizes the Board of Education to issue, and that is the permanent certificate, — a certificate which is supposed to testify to the fact that the holder is qualified without further test to teach in a given grade of school. In some States such a certificate is called a life certificate, and is supposed to follow a probationary period of satisfactory experience. There are hundreds of teachers in all grades of schools in this Commonwealth who by study and faithful work have come to be masters of their profession, but who may have no recognition of their superiority as teachers beyond the approval of persons with whom they come in daily contact. This recognition is of course all that faithful teachers need; but a further recognition in the form of a certificate, recording the favorable opinion of three known experts in education, would be of great service to these faithful teachers, both as an encouragement for them to attain to the highest possible standard of excellence, and also as a means of finding opportunities of exercising their powers to the fullest degree. Beyond the oral examination, in which an inquiry is made as to the extent of scholastic attainment, and the writing of a thesis upon some educational topic, the candidate for a permanent certificate might have nothing to do except to submit his work as a teacher to the inspection of examiners whose wisdom would be universally recognized. If examinations of this kind should be offered to the teachers of the Commonwealth, it is reasonable to suppose that the response would be much more satisfactory than that which was given to the recent call for candidates.

I have thus presented, as fully as a report of this kind will

permit, exactly what has been done in the examination of teachers, and also what may be possible under the law as it exists, in the hope of assisting you to a wise decision as to a proper course to pursue. If the law is repealed, I have no doubt that the present practice of progressive towns in requiring graduation from a normal school as a minimum of qualifications for teachers will be extended, until a law will be demanded making this minimum standard mandatory throughout the State. If the law remains on the statute books, the minimum requirement for all teachers might be the holding of a normal school diploma or a State certificate, and the State examinations might be such as to aid all the cities and towns of the Commonwealth to secure for the schools the highest possible service.

JOHN T. PRINCE.

DEC. 31, 1903.

APPENDIX C.

REPORT OF G. T. FLETCHER,
AGENT OF THE BOARD.

REPORT.

To the Massachusetts Board of Education.

My work during the past year has been, in the main, along the usual lines of service to the State for promoting the interests of the public schools, through correspondence and conference with citizens, committees and superintendents, and by means of public lectures, institutes, teachers' meetings and personal inspection of the schools, especially in country towns.

Up to the close of the school year, last June, much of my time was given to visitation of the schools in towns claiming the State aid of \$2 a week under the laws of 1896-97 for the service of teachers of "exceptional ability." The results of this law have been, upon the whole, very beneficial. With few exceptions committees have endeavored to secure teachers worthy of the increased compensation. The efforts of school superintendents to have the best available teachers employed and to improve the schools through better teaching have been of much influence for good.

The closer inspection of the schools in towns thus aided, by agents of the Board, has resulted in the employment of better teachers and in improved work. Communities have been favorably impressed by the better methods of teaching and have come to value school advantages more highly.

The benefits coming to a limited number of towns through this law had an influence in securing the legislation of last year, 1903, providing for the distribution of the *entire* income of the school fund to the towns whose valuations do not exceed \$2,500,000.

That the valuation of a town does not fully represent its ability or inability to support its schools without aid is evident, as many other conditions are involved in the problem; but that valuation is an approximate standard in determining the ability of a town to provide adequate educational advantages is true.

From the larger distribution of money by the State for the support of the public schools a few towns will receive more money than they need, while others will receive an insufficient amount or none. These cases are not numerous, and no plan has yet been suggested that will fully meet all conditions.

APPLICATION OF THE NEW LAW.

It is a self-evident truth that all moneys expended by the Commonwealth to improve educational conditions in towns should be distributed under such regulations and restrictions, made and enforced by the State, as will secure for these funds the use and results contemplated by the law. A large number of towns will receive from the new distribution of the income of the school fund a much larger amount than they have previously received. Provision must be made for the expenditure of every dollar of this large amount of money for the purpose designated, — support of the public schools.

The experience of the commissioners of the school fund in past years regarding the use of this income by some towns for various purposes, not educational, makes evident the necessity for definite regulations rigidly enforced, backed by penalty, to secure the proper use of the money to be distributed under the new law.

The following circular was sent to the union superintendents of western Massachusetts. A synopsis of replies is given.

NORTHAMPTON, MASS., Dec. 28, 1903.

DEAR SIR: — By act of the Legislature of 1903, the *annual income* of the Massachusetts school fund is to be apportioned and distributed for the support of public schools to towns within certain valuations complying with all laws relative to the distribution of said income. This act of 1903 makes possible great improvement in the schools under your supervision, provided the larger amount of money received is *judiciously used* for the employment of the *best teaching talent available*. The results secured will depend upon the administration of school affairs by the committee and superintendent.

What improvements in your schools will be secured by the larger State aid?

Is further legislation needed to secure the wise and proper expenditure of *all moneys* granted by the Commonwealth for supervision and instruction in the smaller towns?

A larger responsibility now rests upon school officials for better educational conditions in the towns they represent. I hope to hear from you soon.

Yours truly,

G. T. FLETCHER.

REPLIES TO CIRCULAR LETTER FROM DIFFERENT COMMITTEES AND
SUPERINTENDENTS.

Increased State aid used as follows ; improvements noted : —

“ Special teacher of drawing will be employed. Salaries of teachers will be increased from \$8 per week to \$9 and \$10. Shall have a longer school year. A new school will be opened for advanced pupils to do two years of high school work. Shall have a stronger corps of teachers ; more college and normal school graduates than ever before will be employed.”

“ Shall pay better wages to teachers, and get better books and more appliances.”

“ Worthy teachers, that we should lose but for the extra aid, will be retained. May secure a supervisor of music.”

“ Shall add two years to course of study to include high school work. School buildings will be improved. . . . Last year we lost our best teachers because of low salaries. Shall be able to retain more competent teachers because of increase of aid.” Committee says : “ Must take more pains to get good superintendent ; \$1,500 salary should bring one. He should be popular and helpful, able to win the co-operation of the school committee, parents, teachers and pupils.”

“ Better qualified teachers should be employed.”

“ State should have a voice in electing the superintendent.”

“ Better transportation for children must be provided.”

“ The State is liberal in giving aid, but not strict enough in securing its proper use.”

“ Some means should be devised to prevent school committees from employing teachers known to be unqualified.”

“ Provision should be made to prevent towns from decreasing their regular appropriations ; otherwise, the extra State aid will not help the schools.”

“ One of my towns will raise less for the support of schools, if the State gives more. The mill tax was open to this objection.”

“ Some State requirements for fitness for the office of superintendent of schools should be required. . . . A minimum tax by the town for support of public schools should be required.”

“ Strict accounting for expenditure of amount received from income of the school fund should be demanded.”

“ Superintendent should be given larger authority in employment of teachers. He should be a State official.”

SCHOOL SUPERINTENDENCE.

During the year, by readjustment, four new superintendency unions were formed. The towns of Agawam and Ludlow withdrew from the former unions, making possible the formation of a district composed of Agawam and Ludlow, one composed of the towns of Granville, Sandisfield, Southwick and Tolland, one by the union of East Longmeadow, Hampden, Longmeadow and Wilbraham. Conway, Deerfield, Sunderland and Whately formed a union. Only Belchertown and Enfield, in western Massachusetts, are not under special superintendence of schools.

The system has been increasingly successful when and where persons having the requisite qualifications for the important office have been employed. To the extent that the confidence and co-operation of school committees, teachers, parents and superintendents have been secured, the schools have improved.

In some towns lack of efficiency in the superintendent or of support by the committee has impeded progress in school work. A few committees ignore the purpose and possibilities of supervision of schools, and by their opposition neutralize all the superintendent's efforts.

The system of school oversight and direction demands persons of marked ability, who can fill, and retain for some years, the office, giving to the work the benefit of ripe experience.

Now that school superintendence is the law of the Commonwealth, the legal status as to the authority and duties of a superintendent should be defined. This is especially needful now, as the State is to distribute such a large sum of money from the income of the school fund to towns under a valuation of \$2,500,000.

Unless the money is used for the support of public schools, especially to secure better teachers, made possible by larger salaries, the purpose of the law of 1903 will be defeated. The State contributes \$1,250 to a group of towns appropriating \$750 towards the salary of the superintendent; hence, he should be regarded as in part a *State official*, a local director, in connection with the school committee, of the use of the school fund. In the vital point of contact of *aid* with *need*, the employment of teachers competent to raise the standard of teaching, the superintendent must have a controlling influence.

THE EDUCATION PROBLEM OF THE COUNTRY TOWN.

Money for the support of public schools is a necessity which the State in co-operation with the town has made preparation to meet, it being understood that the towns shall do their part.

There must be a *local* support that is felt pecuniarily in order to maintain interest in the schools. No legal compulsion to appropriate money should be needed, when the vital importance of education to a community is considered ; but high motives do not always prevail in the stress of pecuniary conditions, hence legal requirements may be needed.

COUNTRY SCHOOLS.

The country town schools may be considered under several heads. In villages of considerable size, with some manufacturing industry, the school population is quite large in proportion to the property valuation, making the ratio of taxation for school purposes comparatively high, though not extremely so, as the compactness of population renders possible schools having forty pupils to a room, with several grades in one building.

These towns generally prepare pupils for high schools, some of them supporting a local high school having courses from two to four years in length.

Another class of country towns comprises those made up of farming communities having a low property valuation and a small, scattered population. In these towns the schools are small and often far removed from some homes. The cost per pupil for instruction, if a competent, well-paid teacher be employed, is more than the people can afford to pay. Such small schools are not economical, and not ordinarily so interesting and profitable as schools of larger attendance.

DECADENCE OF SOME RURAL TOWNS.

Because of loss of wealth and population, the passing away of the old stock, the rural school has lost its former reputation for number and maturity of pupils and vigor of life.

The country school of to-day is generally small in number of pupils, ranging from five to fifteen, occasionally reaching an attendance of twenty. The course of studies is broader as to number of branches, compared with those formerly taught, but

it may be questioned if instruction is so thorough in the most important studies, especially in the higher classes.

The younger pupils are much better taught than formerly along various lines of language work, especially in talking, reading, writing and drawing.

Nature study, from the environment of country schools, is coming to be interesting and profitable. The first appearance of the birds in springtime is noted ; also, their form, size, plumage, name, place of nesting and notes of song. The first flowers are gathered, their location, description and names written in books. Specimens of all kinds of trees are found, named and preserved.

HIGHER BRANCHES.

For the older pupils arithmetic, grammar, geography and history are made more practical in their bearing upon living conditions than formerly. Algebra very properly takes the place of an excess of arithmetic in the upper classes. In most schools, in the country or city, reading as an interpretation of literature is not well taught.

PHYSIOLOGY, HYGIENE AND TEMPERANCE.

Required temperance instruction has brought the study of physiology into most of our schools. While some text-books and the plans of work may not be best adapted in all cases to meet existing conditions and to secure desired results, much good to children and to the community has been achieved.

The following circular letter was sent to superintendents of schools in western Massachusetts : —

NORTHAMPTON, MASS., Jan. 25, 1904.

To the Superintendent of Schools.

To what extent as to time and material and by what methods do individual teachers in your schools present physiology, hygiene and temperance instruction to pupils?

An early reply will oblige,

Yours truly,

G. T. FLETCHER.

A few complete statements from individuals, quite fully covering the ground of the questions, are given. Other replies are combined and condensed to indicate opinions and methods.

“The subject is taught in all grades of the elementary schools and in connection with biology in the high school. It is taught for the last two months of the school year, and during these months a daily lesson is given. The actual length of the lesson depends on the age of the pupils. In the middle and upper grammar grades the lesson is usually from half an hour to forty minutes; in the primary and lower grades it is often not more than twenty minutes. We emphasize hygiene especially, and due emphasis is laid also on the effects of narcotics and alcohol. We do less in anatomy and also in physiology than was done some years ago. My own impression is that we are doing still more in these two phases of the subject than ought to be done. It seems to me that nearly all the time devoted to the subject of so-called physiology should be given to hygiene, which necessarily includes the discussion of the effects of alcohol and narcotics. No more physiology and anatomy should be taught than is absolutely necessary to make the instruction in hygiene rational.”

“The instruction to our teachers in the grades calls for an oral lesson once a week in all grades but the sixth, where the subject is studied daily through the year, the recitation period being about twenty minutes. A text-book is used in the sixth grade and in some of the other grades. I do not know that the methods in this subject differ from the methods used in teaching other similar subjects. The experiments suggested by the text-book are presumably made for the benefit of the class, and an effort is made to secure effective work and permanent results. In fact, the subject is treated in essentially the same way as other subjects which are not classed with arithmetic, reading, spelling, geography and language. We give more time to physiology than we give to civil government in the grades, and about one third of the time we give to history. Of course due attention is given to the effects of stimulants and narcotics.”

“As to time: In grades I.–V., one recitation period a week; grades VI.–IX., about two recitations a week. Generally in the higher grades instruction is not given throughout the year, in which case there is solid work throughout the spring term, — a recitation daily.

“As to material: ‘How to keep Well’ is used in intermediate grades, and Conn’s ‘Physiology and Hygiene’ in the eighth and ninth grades; we use the ‘Pathfinder’ series in the fourth and fifth grades; Blaisdell’s ‘How to keep Well’ in the fifth and sixth grades; Blaisdell’s ‘Our Bodies, and how we Live,’ in the seventh and eighth grades; and Martin’s ‘Human Body’ in the ninth grades and high school.

“As to method: Little is done in the primary grades that could be called more than health talks. Most of the instruction is oral up to

the sixth grade. Pupils are supplied with books from the fourth or fifth grades up."

"The teachers are instructed to give one lesson in temperance physiology each week. These lessons are given by the teacher in the form of talks, except in the ninth grade, where it is made a regular study. The normal teachers have material that they have used in the normal school.

"In one town we take up the study of physiology in the ninth grade in a very thorough way. In the other grades we take it up during the winter term, using topics that I assign. These lessons are given by the teacher. We have tried using a book, but I think it is the unanimous opinion of the teachers that they can get better results by taking topics in the form of talks. We employ none but normal or college graduates in this town, the largest in my district, and all these have material that they are familiar with, and can present in a more interesting way than they could from a text-book."

"We give the equivalent of one period each week in each grade to this subject. It is not always the case that it is taken by weekly periods; it sometimes seems better to give it consecutively, allowing it to take the place of some other subject for the time being. I find that the teachers vary in their ability to keep the interest of the pupils if several days pass between the successive periods of study in this subject.

"This work is supplemented by the teacher according to her spirit and enthusiasm. The work indicated is the minimum. The results vary in different schools, and under various conditions in the same schools.

"The materials for illustrating the subject are very limited in addition to the text-books. We use the 'New Century Physiologies,' and find them well adapted to our needs."

"*Grades I. to IV.* — One lesson a week. General lessons on the care and cleanliness of the hands, face, hair and body. Lessons on eating, drinking, breathing and sleeping, with reference to the formation of right habits and self-control. Simple talks on the senses, and what we learn through them. Parts of the body, their uses and care. Special lessons on the care of the teeth and nails. Teach 'temperance in all things.' Temperance implies self-control, obedience to the law, to right feeling and right living."

"In the schools of this district physiology is taught incidentally in grades up to and including the fifth. The instruction is along the lines of personal cleanliness, decency and morality. In grades VI., VII. and VIII., we use Colton's 'Elementary Physiology' as the basis of our work, and complete it in the three years."

"Directions are sent to teachers, suggesting materials and methods."

“Teachers are expected to give lessons weekly to all grades, the time varying from fifteen minutes to thirty.”

“We give two periods a week to the study in all grades above the first or second, depending upon the classes. No books are used below the fourth grade.”

“We put special stress upon such things as teach care of the body, cleanliness, temperance in eating, drinking, thinking, speaking, doing.”

“In all grades, excepting the very lowest, time is given to a consideration of the effects of narcotics and stimulants.”

“Our teachers take hold of the work with interest and common-sense methods.”

“Some teachers are interested in the subject and get good results ; others do not like to teach it.”

The general tendency seems to be towards oral instruction, and the use of some reading matter treating of hygiene and temperance in the lower grades, with considerable use of books in the upper grades. The time element varies in different schools and with different teachers. The opinion is held that too much or too little time may be given to the topic to secure the best results. Interest must be maintained. The salient points of temperance instruction should be emphasized in some way during each year of school life, that they may make a lasting impression for good.

Superintendents and teachers generally manifest an interest in temperance instruction. Not all think alike regarding a method, and a few seem to lack confidence in the educational value of the instruction, or are in doubt regarding the best method. Good has evidently been accomplished.

SOME MORE RECENT BRANCHES.

The introduction of music, drawing and limited manual training has added interest and profit to school work.

In country towns the school should be more in touch with home life. The house, barn, farm, garden, pasture and woodland afford large opportunities for development of body and mind, through the various occupations of rural life. The teacher can do much to increase an interest in the local conditions, to stimulate activities, to secure the formation of habits of industry that will prove to be of great value to the indi-

vidual and to the community. The tendency of boys and girls to leave the country home for the city, to turn from farm or housework to employment in a store or office, would be greatly lessened by wise teaching. Having health and ability to work with head and hands to earn a living by industry that produces things necessary to human comfort and the well-being of a community, the pupil from the country home and school is well educated for the practical duties of life.

GRADING RURAL SCHOOLS.

The attempt to run a country school upon city lines is absurd and mischievous. The comparative number of children in a rural school and in the city school shows the absurdity of the attempt. To have eight or nine grades in a school, covering as many years of instruction, requires in a city from two hundred and fifty to three hundred and fifty pupils, and from four to eight different rooms in a building or in grammar and primary departments near each other. The country school may have from five to twenty-five pupils in one room. They represent all ages, from five to fifteen years, and both a unity and a diversity of ability and acquirement. For convenience, a country school may nominally have four or even five classes, representing branches of study of different degrees of advancement. Pupils may be in any one of these classes or in several of them at the same time, as best suits their abilities and acquirements, or, what is of more importance, meets their *needs*. The city superintendent is now trying to break the iron-clad grading, "the lock step," by introducing special promotions at various times of the year, that pupils may advance in their studies as they may be able to do the work. The ungraded school meets these needs.

PLANS AND RESULTS.

Let the union superintendent retain, in a measure, the ways of the past that have served so well through simple methods the educational needs of two centuries.

From the hill towns to the city high schools have come many pupils who stand at the head of their classes. They have not studied so many branches or taken so many details in each, they cannot at first talk so fluently, but they have mastered a

few essentials and have developed breadth of thought power. Into the State and nation has entered the influence of the country school as an element of good citizenship. Under wise management, with the amount of money now available for the support of public schools, I look for much educational progress in country towns during the next decade of years.

CONSOLIDATION OF SCHOOLS.

More is being done through conveyance of children to render schools more economical and efficient in large towns than in the small ones. This is due to more liberal views regarding advantages, to shorter distances and better roads, and to transportation in electric cars. The results are generally reported as favorable, though some difficulties are encountered and some objections made.

In some country towns, with a sparse population, long, poor roads, bleak and blocked with snow in winter, many homes far from a schoolhouse, transportation of children becomes a difficult problem to solve. First appears the resistance of conservatism to "new notions," opposition to abandonment of the "ways of the fathers," new conditions not being recognized. With some there is a fear of physical, intellectual or moral harm upon the way to and from school. In many towns it is difficult to secure safe, convenient, comfortable conveyance, managed by competent drivers, whose moral character and executive ability commend themselves to parents.

Where the distances from some homes to the schoolhouse are long and the ride in winter or in stormy weather liable to be uncomfortable, parents object to having young children so long a time upon the road, at the risk, perhaps, of health. Some of these objections are well founded; others are not serious, and can be met if school officials and parents will confer in a friendly way, with only the best interests of town and children at heart. In a few towns physically well conditioned for transportation of children, with a few schoolhouses located at convenient points to which all pupils in outlying districts may be readily conveyed, consolidation may be satisfactorily arranged. In farming communities among the hills it is sometimes possible to unite here and there two or three schools.

Other schools might be united except in winter, when the local school might be opened ; but in these mountain towns it would be well to use more of the *summer* time for schooling, making attendance either in the home school or in a consolidated school possible during the school year. Two or three of the winter months may be discarded for school purposes in some towns, using the other months of the year for schooling. The cold weather might be more profitably used at home, dividing the time between work at the barn, in the house or the woods, and reading and study. More knowledge has been gained at the fireside during winter evenings by pupils desirous of learning than has been acquired in some schoolrooms. This can be done again.

Some country schools must remain small, uncombined with others. These should have as good teachers as money available will secure.

INFLUENCE OF COUNTRY TOWNS.

The influence of the country town of the past through good citizenship upon the welfare of the Commonwealth is in a measure now recognized by the State through the larger distribution of the income of the school fund. Possibly the hill towns may regain their former standing in population and property valuation by the coming of foreigners to take up the "abandoned farms." If so, the money contributed by the State for the support of public schools in these towns, including the cost of special supervision, will prove to be most timely and valuable.

Let the good citizens of the present do what they can to wisely provide for the possible future.

TEACHERS' INSTITUTES.

Twelve have been held during the year, — five in the spring and seven in the fall. Teachers, school committees and other citizens from fifty-seven towns were in attendance.

As has been the practice of the Board of Education, through its secretary and agents, the lectures, lessons and other exercises given at the institutes have been of the most helpful kind in their influence upon the teachers and upon the schoolroom work.

Teachers' meetings have been held in different towns, the local superintendent and the agent of the Board of Education giving lessons or holding conferences.

HIGH SCHOOLS IN SMALL TOWNS.

The law of 1902 has served to extend high school privileges to many towns, and the possibility of a higher education than that offered by the common schools meets with general approval.

The cost of transportation of pupils to other towns or the expense of board away from home renders the cost of the advantages offered by the State too expensive for some families to meet, but the number of pupils now in high schools is greater than ever before.

The influence of these schools is twofold. They stimulate the pupils in the common schools to do better and more advanced work, that they may gain entrance to the high schools; and they broaden educational opportunities for preparation for life directly or through admission to college for a still higher education.

The towns establishing high schools under the law of 1902 must incur considerable extra expense in providing suitable buildings or rooms, properly equipped with apparatus, laboratories, maps, charts and reference books.

While most of these schools cannot maintain a full preparatory course of study for entrance to college, they should give special attention to instruction in natural science and in mathematics, including higher arithmetic, algebra and geometry. English history, literature and civics should have prominence.

In most of the smaller towns it will doubtless be more economical to send pupils to approved high schools in other towns than to attempt to maintain a local school, offering but a brief course of study under teachers of limited experience and little special training.

THE NORMAL SCHOOLS.

The increase in the number of these institutions within the last decade of years has made available many more teachers for the public schools. Founded and supported by the State, at great expense, the normal schools have an increasing responsibility for educational results of greater value.

In courses of study and methods of teaching much improvement has been made within the last twenty-five years. It may be questioned whether the material of the entering classes in maturity and natural ability coming from some sections of the State is equal to that formerly furnished. Evidently the high school education or its equivalent, required for entrance to the normal schools, does not furnish that basis of knowledge of subjects upon which professional training without further study can build to advantage.

It is often true that the normal school graduate is better trained in methods than she is in the branches to be taught. Within the past year a larger number than usual of normal students or graduates have been employed in the schools, and the result has generally been favorable, frequently excellent, sometimes otherwise.

The spirit and knowledge of method that the normal graduate brings to her first school are in nearly all cases of advantage to her and her pupils. If she has natural ability, a good education, with good common sense to adapt plans to needs and ends, appreciating existing conditions, success is assured.

Many teachers of fair scholarship and considerable experience in school work have received great benefit by vacation attendance at the normal schools.

It is to be expected that the larger State aid will enable the country towns to employ and retain longer in service the best normal school graduates.

GENERAL PROGRESS.

There has been commendable progress during the year in the schools as a whole. The teaching force has been considerably strengthened in nearly all of the towns, due, in large measure, to selection and direction of teachers by the school superintendents.

The expansion of courses of study, so extreme in recent years, gives some hopeful signs of limitation. A smattering of knowledge of many things is less valuable than thorough knowledge of the fundamental and essential facts and principles. The demand for more schooling, coming from certain quarters, is not apparently due to any newly discovered

or recognized relation between the time spent in the school-room by children, their real needs and the educational demands of life. Indeed, is not a large part of the child's best education to-day due to influences external to the schoolroom?

Our ablest educators are slowly reaching the conclusion that the educational value of the material and method now in vogue may not be so great as has been supposed. Committees of ten, twelve, fifteen, more or less, have not settled and probably will not settle the question of what, in material, quantity and method, is needed to *best* educate. Educational processes will continue to be more empirical than scientific. While we continue our experimentation upon the child and his intellectual food, we should bear in mind that he, his parents and the civilization of which he is to be a factor are to be taken into account. His course of preparation from the kindergarten through the last professional school, if that time is ever reached, leaves but little of this life for realization of results of so-called education.

BUILDINGS.

Some improvement has been made during the year in the schoolhouses of a few country towns as to external appearance and internal condition. Slate blackboards have been put into a number of rooms, and maps, charts and books purchased. Teachers in many schools have made the rooms more attractive and instructive by the use of pictures and plants.

OUTHOUSES.

In a large number of country towns the condition of outhouses, where any exist, is a disgrace to the community. Little or no regard has been had to the erection of two buildings at proper distance from each other, — one for boys and one for girls. Not infrequently these hovels are in a dilapidated condition, without doors, and affording no protection from the weather. Internal conditions of nastiness in the boys' houses are often a menace to physical health, morals and manners, with no regard to decency. These conditions must not continue.

IN MEMORIAM.

For nine years it was my privilege to work with and under the direction of the late Hon. Frank A. Hill, secretary of the Massachusetts State Board of Education.

A gentleman by intuition and accomplishment, a ripe scholar, an official of high ideals, in duty conscientious, in manner pleasing, in speech gracious, in spirit kind and sympathetic, in word and deed helpful, his death is a loss to the cause to which he gave his life as a consecrated service.

GRENVILLE T. FLETCHER,

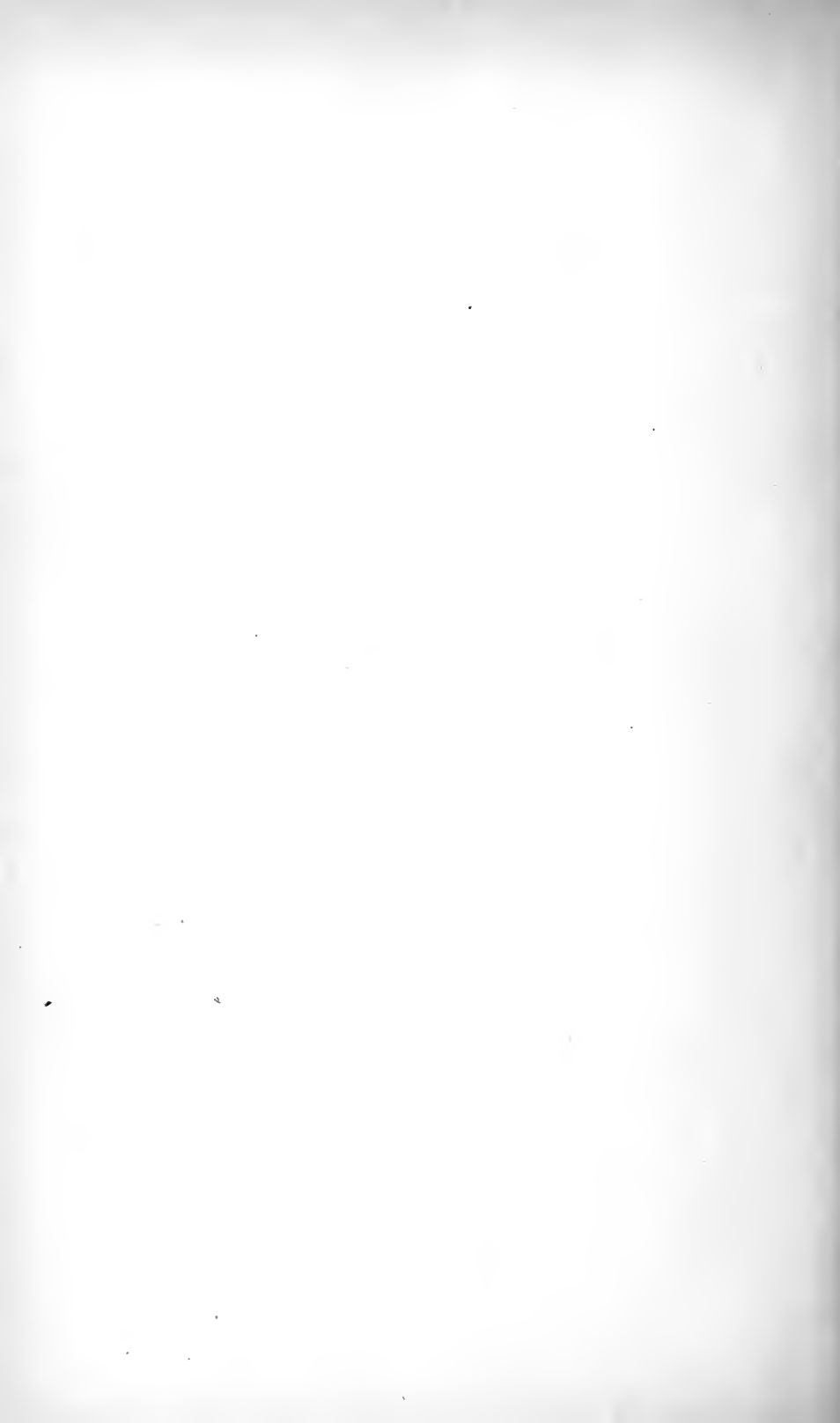
Agent of the Board.

DEC. 31, 1903.

APPENDIX D.

REPORT OF J. W. MACDONALD,

AGENT OF THE BOARD.



REPORT.

To the Massachusetts Board of Education.

In accordance with instructions received from the secretary's office early in the year, I have given increased attention to the inspection and study of high schools; but other work, suggested in the same instructions, has required a large share of my time. Besides the usual heavy correspondence, this latter work had to do with State teachers' institutes, local teachers' meetings, matters concerning district supervision, visitation of teachers under the law of 1896, before it was repealed, and a general visitation of the schools in several towns at the special request of their school committees or superintendents. In most of these last-named cases detailed written reports were called for, necessitating a large amount of writing.

I have regularly visited ninety-two high schools, with over three hundred and fifty teachers. The greater part of these were schools affected either by the law concerning State reimbursement of tuition, or by the one of 1902, awarding from the State treasury a grant of three hundred dollars under certain conditions. Whenever possible or desirable, these visits have been followed by conferences with the teachers and school officials, at which commendations, criticisms and suggestions were plainly stated and almost always kindly received.

Of the small schools inspected, thirty-five were applicants for the three-hundred-dollar grant. Of these, twenty-five were recommended for approval, and received the grant.

I have taken pains to strongly impress upon the school officials of towns eligible for this money that the object of the State is not to assist in supporting any makeshift for a high school that they may chance to have but to help them to a better one, — to as good a school as two teachers at the least can make; and, as the classes are always small in these schools,

two teachers ought to accomplish a great deal. Although they are at a disadvantage as compared with teachers in large schools, yet they have some advantages, as, for example, an opportunity for greater personal influence and inspiration; less social dissipation to contend with, and consequently fresher minds to deal with.

The law of 1902 has not been in operation long enough to show fully what its effects will be, or wherein it may need amending; but in one respect already it has been instrumental in effecting a marked reform. I refer to the discipline and to the improvement in the work of some of the schools.

Most of these small schools have had heretofore but one teacher, generally a young college graduate, with but little if any experience, who made the instruction just as classical as he possibly could. Latin, Greek, French, algebra, geometry, a little ancient history, and perhaps a class in arithmetic to satisfy public sentiment, constituted the course of study. It was only the occasional boy or girl who could find in this menu anything to satisfy his or her appetite; consequently, one or two in a class would be doing practically all the real studying that was done in the school; the rest would be indifferent, idle, and too often disorderly. It not unfrequently required more of the teacher's time and energy to plead and censure and scold than to teach. Beyond pleading and scolding the teacher could do but little, for too often parental affection, unwisely directed, would not allow effective discipline.

I have in the above described a condition that I have repeatedly seen exemplified, even within two years. I have been in schools where the disorder was so great that the noise made the words of a pupil reciting unintelligible. Even in a singing exercise I have been present when the muttering of pupils communicating with one another was almost enough to drive one distracted. Good work, of course, in such schools was out of the question, even for those who wanted to learn. Instruction rarely if ever reached the knowledge point in the pupils, or produced any discernible effect in their intelligence. In classes "reading" their second or third book of Caesar or an oration of Cicero, I have repeatedly found, incredible as it may seem, that none of the pupils could translate intelligently a

single passage of all that they “had been over.” So, too, in geometry, to cite one case out of many, not one of the pupils of a class that had almost “completed” the fourth book of Wentworth’s plane geometry could demonstrate intelligently even the simplest proposition of all that preceded, or could define correctly any geometrical concept. For example, a perpendicular line was defined as “one that runs straight up and down.”

To be sure, the teaching in such cases was lax; but often the teachers did not dare to exact better work, for fear of trouble in which they could hardly count on public support.

But in all this I am happy to be able to say that I have described a condition that is rapidly disappearing, and the change for the better has been most marked during the past year. In one school, where a year and a half ago I found disorder and poor work, or almost no work at all, the rule among the pupils, such a transformation has been effected that on my last visit I saw as good working order and as industrious a lot of scholars as could be found in any high school in the State; and this is only one of a dozen or more cases nearly as remarkable.

This change is due in part to a broadening of the course of studies, by which pupils can find subjects that more effectively arouse their interest; but it is also due to the fact that in the advantage of securing State approval there is a means of bringing public sentiment to the support of a wholesome discipline and an insistence on good work. Thus one great obstacle in the way of these schools has been removed. Their efficiency now is mainly a question of the spirit and ability of their teachers.

The question as to whether it would or would not be better to discourage the maintenance of the small high school, and to send all pupils to strong high schools in some city or large town near by, I shall not attempt to discuss at this time. There is something to be said on both sides of this, and it may well have further consideration. But there are many small towns that have no strong high school near by, and for these I can see nothing better, at least for the present, than the small high school in some adjacent town. It may be that in time the State

may find it desirable and economical to maintain high schools in a few places to meet the needs of these towns; but this is a matter for careful consideration.

There are many towns so situated that to reach the nearest large high school pupils would have to leave home before six o'clock in the morning, ride in a wagon from four to ten miles to the nearest railroad station, and then go from ten to twenty miles further by the cars; and, returning, they would not be able to reach home during most of the year till after dark. When the strain of this traveling is considered, with the fact that it must be kept up in bad as well as good weather, or the pupils will be handicapped in their studies by absences, we may well doubt whether the advantages of a large high school over a small one, obtained at such a cost, would compensate for the disadvantages.

Under the circumstances just described, not one half as many girls and boys would take advantage of their opportunity to go to one of the large high schools as would attend a small local high school, or one conveniently located in an adjacent town. The reasons for this are many: the cost of transportation or board; length of the day from home when pupils go back and forth; the question of dress; the unwillingness, not without reason, of parents to have their children, especially their girls, traveling on the cars or boarding away from home at so early an age. It seems to me, therefore, that the wisest course for the present is to strengthen the small high school, and that this is not only in the interest of economy but even more of education and health.

In my visitation of high schools for a year or more I have been making a careful study of instruction in English, over which there is increasing dissatisfaction among thoughtful superintendents, teachers and college professors. The result of this study I have given in a separate article which is appended to this report.

Respectfully submitted,

J. W. MACDONALD.

APPENDIX.

PREVAILING METHODS OF TEACHING ENGLISH IN THE HIGH SCHOOLS, AND SOME OF THE RESULTS.

My observation of the work of high schools impresses me more and more with the conviction that in the instruction in English there is need of a radical change of purpose and method.

I refer to English as it is taught not in all, but in most, high schools. I am not alone in believing that much of the effort put into this study is misdirected, and not unfrequently is doing more harm than good.

It will be charged that this is a strong statement, and that it behooves the one making it to give his reasons therefor. I shall do so, and I shall try to make the specifications so definite and clear that it will be easy for any one dissenting to discover any error of opinion or inference into which I may have fallen.

In discussing the prevailing (not the universal, let me say) usage in teaching English, it will be well to have in mind a few fundamental principles, about which, I think, there will be little if any disagreement among teachers.

First: Instruction in one's mother language, which is to be his working language through life, should aim to accomplish two ends, whatever else is done or left undone. One of them is a close association between *one's own thought* and the right words, and the right form in which to put the words to express the thought; and the other is the converse, — that is, a close association between idiomatic language and its meaning, — so close, indeed, that the one calls up the other without conscious effort; just as in the case of a pianist, for example, the sight of the notes in the score sends his fingers instantly to the right keys to express the notes. If the pianist has to grope

for his keys, or the thinker for his words, or the reader for the meaning of the words he is reading, it is in each case an evidence of a defect of some kind in training or equipment.

I am not asserting that perfection is attainable in either of the processes of association that I have specified. Every thinker has to search at times for the best way to express himself, and every reader for the meaning of what he reads. This is in part an irremediable consequence of individual limitations in knowledge and vocabulary. My contention is only that instruction in English should make for facility in those two processes, and that methods and devices that encumber the mental action with wrong associations, as some school instruction does, as I shall endeavor to show later, should be disapproved. It may be added that the association of thought with its language or words with their meaning is simply a matter of habit, and is acquired by the right practice, as other habits are.

Secondly : It is as easy to contract by practice a bad mental habit as a bad physical habit, and the mental habit is the more tenacious.

Thirdly : If we accept De Quincey's view, that the purpose of pure literature is not to teach anything, but to appeal to the feelings and emotions, then it should be read with the mind open and free to receive its influences without interference from encumbering and distracting considerations. This is more important than it seems to be at first thought, for the mind can be trained to read with its attention so fixed on secondary matters that it will fail to catch the true meaning and purpose of the author. To be more definite, the distinctive function of literature is to keep alive in us certain ethical and æsthetic sentiments that are not nourished by mathematics, physics, history or other matter-of-fact studies. It does its work by stirring in us now these, now those, feelings and emotions. Incidents, skilfully created and arranged, are its instruments. If for any reason the incidents fail to excite these feelings and emotions, they become a mental dissipation, or, worse, a dead burden on the memory.

First, in the teaching of English composition there are practices that seem to me to violate about every sound principle of language training.

One of these is an exercise in rewording, miscalled in textbooks "reproduction," in which the pupil is required to "tell in his own words" something that some one else has said. The pupil begins usually with single sentences, but, as his skill increases, attacks paragraphs and longer passages.

This, let me say, is not the same as when one composes a paper or an address on a subject on which he has prepared himself by a more or less extended course of reading, nor is it the same as when one sets forth the views of an author whom he has read. In each of these cases the writer first makes himself master of what thoughts he undertakes to report; but the essential difference is, that he tries to express them in the best language at his command, whereas in the school exercise under consideration the emphasis is always laid on "changing the words of the original." Hence the mental effort of the pupil is not to select the best words possible, but only to find "different words," if possible, and the result is usually the selection of *wrong* words.

To illustrate: "A pretty path, bordered with shrubbery, leads to the front entrance," was changed to, "A beautiful way, surrounded with bushes, conducts to the front door;" and this was accepted by the teacher, as were all the illustrations I shall give. The sentence "I did not tell her not to go," was restated, "I told her to go." Seeing that this was to be accepted, I interposed, to ask the girl who made the change if the two statements meant the same. With a moment's thought she admitted that they did not, and not only she, but every pupil in the class, recognized perfectly the difference. Now, right there lurks the harm of this exercise. If, for example, one having little or no comprehension of the concepts for which the words *invention* and *discovery* stand, should misuse them, no great harm, if any, would result; but if, having a full and clear comprehension of the two concepts, one should be trained to say "invention" when he should say "discovery," harm to that extent would be done.

This illustration serves to explain why pupils are not more injured in their English by their continual misuse of words in translations, let us say from Latin; they have so imperfect a comprehension of what Cicero or Virgil means, that one word

is about as good as another; for if it is not associated with its correct meaning, neither is it with a definite wrong one.

Regarding the two examples of rewording given above, some one may say that the teachers were careless, especially in the second instance; but let him try himself to reword that statement. He may change it to "I did not forbid her going," or "I did not forbid her to go;" but neither of these is exactly the same as the original, or as each other. They only differ less from the original than the pupil's rendering did, but there is still a fine distinction between them; and, if I understand the purpose of instruction in English, it should be to preserve or increase the mental sensitiveness to such fine and delicate distinctions and not to blunt or destroy it. Some one has well said that "discrimination in the choice of words and in the make-up of a sentence is the most important characteristic of good writers."

Lest it may be charged that I am not correctly representing the aim of this work, I would say that the above examples are of that kind of "reproduction" called paraphrasing. It is thus defined (I quote from one of the best and most popular text-books): "A paraphrase is a reproduction in which the same thought is expressed in equivalent words," and this illustration is given: "From his half-itinerant life, he was a sort of walking gazette." Paraphrase: "He spent nearly half his time in going from house to house, and so became a kind of traveling newspaper." In defence of this paraphrasing the same book says: "If we learn three ways of expressing an idea where we knew only one before, we are richer by just so much." And, lastly, it gives this direction: "Be careful not to keep the words of the author except where it is unavoidable." Another book says "The words of the author should be avoided except where there is no fitting substitute," and gives the following example: "One may smile and smile, and be a villain." Paraphrase: "A man may affect the utmost candor and good nature even while plotting the deepest iniquity."

Here seems a fit place for saying a word about the instruction in the use of synonyms, as I have observed it in many schools.

Every writer has to consider at times which of the words he

has to choose from best expresses his thought; as, for illustration, whether in a particular instance he should say, "The house shook," or "The house trembled." But in making his choice he has to observe, not the similarity of meaning, for this is obvious, but the differences of meaning; and the keener the mind is to perceive these differences, the better. Most school exercises, however, as I have seen them, make for just the opposite training, that is, the stress is laid on similarity of meaning. For example, a word in a given sentence must be replaced by a synonym, often to the great detriment of the sense. I have seen "notice" substituted for "observe," "denounce" for "censure," and "hate" for "dislike," as, "He dislikes apricots," changed to "He hates apricots."

This is not the only way, or even the most common way, of teaching the use of synonyms. Another is to have the pupil fill a blank in a sentence with the appropriate word selected from a number of given synonyms. This is a better exercise, but it should be noted that, except in those cases where the right word is obvious, no one but the writer of the whole sentence is in a position to decide just what words are appropriate. But the point to which in this connection I wish to call special attention is that in the treatment of synonyms by the first of these two plans, and in the practice of rewording, previously described, the pupil is placed in exactly the same mental attitude towards his language; or, to repeat a previous statement, his efforts are not to find the best words, but only "different words."

Such practice cannot but have a tendency to obliterate all fine verbal distinctions and all delicate effects of arrangement from the mind not only of the pupil but also of the teacher, as I think the following illustration will show. To facilitate comparison, I give the original (the first) paragraph of "Rip Van Winkle" and the pupil's "rewording" in parallel columns. The latter is the one selected from ten or a dozen "rewordings" that the teacher thought the best, — an opinion to which I would assent so far as to say it was the least bad.

The Original.

Whoever has made a voyage up the Hudson must remember the Kaatskill Mountains. They are a dismembered branch of the Appalachian family, and are seen away to the west of the river, swelling up to a noble height and lording it over the surrounding country. Every change of season, every change of weather, every hour of the day, produces some change in the magical hues and shapes of these mountains, and they are regarded by all good wives far and near as perfect barometers. When the weather is fair and settled, they are clothed in blue and purple, and print their bold outlines on the clear evening sky; but sometimes, when the rest of the landscape is cloudless, they will gather a hood of gray vapors about their summits, which, in the last rays of the setting sun, will glow and light up like a crown of glory.

The "Rewording."

If any one has taken a trip up the Hudson he must recollect the Kaatskill Mountains. They are a separated group of the Appalachian system, and are visible off to the west of the stream, rising up to a great elevation and dominating the bordering* region. Every variation of season, every variation of climate, every hour of the day, causes some alteration in the enchanted colors and forms of these mountains; they are considered by all good women round about as exact barometers. When the weather is clear and steady, they are clad in blue and purple, and stamp their prominent features on the bright evening sky; but sometimes, when the remainder of the view is without clouds, they will collect a cap of gray mist around their tops, which in the final beams of the sinking sun will glisten and brighten similar to a crown of glory.

I can see something to commend in the efforts of the alchemists to transmute lead into silver, but I know of no good purpose that can be subserved by transmuting gold into mud.

If in this instance the pupil had been expressing her own ideas as best she could, her language, inapt as it is, would not be without something to commend; for the worst feature of the exercise is not the inaptness of the words, but the perversion of the mental attitude in the work of selecting the words.

The reason given in support of the device of rewording is that it supplies the pupil with thought ready made, and so obviates the need of his thinking what to say; or, to quote again, "We shall find it easier to put into other words the bright and good and beautiful thoughts of other people than to create such thoughts for ourselves." This assumes that one can become skilful in expressing thoughts that he cannot create;

* The teacher had suggested that this word be changed to adjacent.

but the best commentary on this is the examples I have given. It ignores, too, the fact that to evolve thought is a far higher function than to express it, and should have precedence in education. Indeed, it is difficult to see much use for the latter without the former, and, furthermore, it is the order of nature. As fast as our thoughts come, the ability to express them follows. One text-book, speaking of paraphrasing, says: "It enables us to make a proper use of another's thought in our own writing." I confess I do not understand this, unless it means that it enables us to express stolen thought so as to conceal the theft.

For one, I think it very doubtful whether rewording is any help whatever in training for original composition. I have made a few tests for the purpose of ascertaining its value in this respect, and, while it must be admitted that the tests were far from conclusive, yet the showing was sufficient to suggest a doubt of its being a training for anything except plagiarism, of which it is a form. In several instances, after listening to compositions descriptive of persons or places, in which the pupils had closely followed the text of some author they had read, I asked the writers to try original compositions along the same line. For example, a class had written out a full and minute description of Will Honeycomb, as given in the "Spectator." After a number of the papers had been read, I asked the pupils each to write a description of some one with whom he was well acquainted, concealing, of course, the name. About the best result I got ran thus: "The boy I am thinking about is tall and wears gray clothes and has black hair." When I asked for descriptions of familiar scenes the results were better, but in these cases the pupils had had previous original exercises of this kind. I give this experience for what it is worth.

I have found in many schools another exercise that seems to me open to all the objections that I have urged against "rewording." It is called the transformation of sentences, and consists in such alterations as changing a simple sentence to a complex or compound sentence, a participial phrase to a relative clause, or the reverse, and so on. I will illustrate by examples copied from the books that teach this device:—

The Original.

Read not to contradict and confute.

The clouds rolled away to the east and lay piled in feathery masses tinted with the last rays of the sun.

Elizabeth's patience was at last worn out, and she poured her armies across the border.

He that planted the ear; shall He not hear?

The Son of Man hath not where to lay his head.

The "Transformation."

Read not that you may contradict and confute.

The clouds rolling away to the east lay piled in feathery masses, etc.

As Elizabeth's patience was at last worn out, she poured her armies across the border.

He that planted the ear must be able to hear.

The Son of Man hath not where he may lay his head.

As one reads the above "transformations," he cannot help thinking that their more appropriate designation is *misformations*. To say nothing of the bad English of the first, and the absurdity of the last two, the second depicts the clouds as *lying* piled up in masses *while rolling* away to the east, and the third makes the giving out of Elizabeth's patience the *cause* for moving the army, a meaning not at all that of the original. Yet, though I have seen much of this doing in schools, I have rarely known a teacher to call attention to the effect of these transformations on the meaning of a sentence.

Now, keeping in mind these two facts, that the above are not the productions of pupils, but examples given in text-books as models for pupils to go by, and that teachers of *English* give drill in such transformations apparently without noticing the havoc they work on the meaning, — what explanation can one give of these anomalies, except that the minds of the bookmakers and teachers have lost their sensitiveness to language effects? And if this is the true explanation, what can have effected this stupefaction but long-continued steeping in rules and mechanical details and artificial devices that have no place in the consciousness of a writer?

In view of all this, some one may ask why it is that the language of pupils who have been put through such exercises is not more injured. The answer is, that when all is said the training described above constitutes but a small part of the pupil's education in language. In his daily intercourse with his mates and others, however he may violate good usage, his mind is in the right attitude towards the expression of his

thoughts, and effort and imitation will accomplish much. He thus almost unconsciously acquires correct idioms and distinctions, but it is not complimentary to some of his school instruction that he has to look to the playground to counteract it.

I may say, in closing this part of the discussion, that there is one kind of "rewording" that is legitimate, and may be made highly profitable, namely, translation from other languages into English. When care is taken, first, to have the pupil get a clear understanding of the meaning of the language he is learning, and then to have him put the thought into good English, the training is excellent. For this purpose, of the languages studied, Latin is perhaps the best, and next to it Greek, for, on account of their dissimilarity to English, they throw the pupil largely on his own resources; while French, on account of its similarity, often suggests an English wording, and not unfrequently traps the translator into the selection of the wrong word.

In the treatment of English literature, mechanical devices are all predominant except with a teacher here or there, who will not pervert the study to the mere preparation of pupils to pass examinations.

The prevailing practice lays great emphasis on the action, or story, of the work in hand. The pupils are required to memorize its incidents with more or less minuteness of detail, so as to be able to restate them seriatim in whole or in parts, sometimes orally and sometimes in writing. The part of the pupils in this is exactly the same as it would properly be in learning and reciting the adventures of Raleigh or De Soto. Indeed, the method would be highly commendable in the study of history, if properly supplemented by discussion; but the question is, has not literature a purpose and a mission so different from that of history that to secure its beneficence a different treatment is not only desirable but necessary? Furthermore, if this method of study is to be followed, would it not be better to drop literature altogether, and in its place take science or history, or some subject in which the fact or incident is of greater relative value? Surely education has enough with which to burden the memory of the pupil without adding to the load by the treatment of literature as described above,

especially when by so doing the purpose of literature is thwarted.

The prevailing method does not require much skill on the part of the teacher. It is also easy for the pupil when the selection for study is narrative or drama, but quite difficult with essays like those of Addison and Macaulay, and odiously burdensome with such productions as Burke's "Speech on Conciliation with America." As a rule, a great deal of oral rehearsing precedes the written work, which therefore is purely mechanical, as is shown by the fact that all the compositions of a class will be as much alike as peas in a pod. The character and some of the consequences of this method will appear from the illustrations which I shall give.

The first is a typical case, and the most successful effort of its kind, from the many I have seen. The study was *Silas Marner*, and the book had been something more than half "done." For my benefit it was reviewed. The story was told in order even to such details as Marner's weaving table linen for Mrs. Osgood, and making a preparation of fox-glove for Sally Oates, and hardly one of the pupils failed to do his part creditably according to the task set him. The language and the style of the recitals were evidently a mixture of "George Eliot's" and the pupil's own, — enough of each to spoil the other.

After listening to this for one round of the class, I interrupted the exercise to ask a few questions. They were somewhat as follows : —

Have you been able to discover anything of the purpose of the author in this story?

Why did she make Marner a weaver?

Why did she have him leave Lantern Yard under a cloud?

Why did she have him lose his gold?

Why did she have Eppie come to him?

Did the author have any purpose in creating the characters of Godfrey and Dunstan, except to try her hand at describing somebody?

In reply to this last question the pupils expressed the opinion that the author probably "had some particular persons in mind," — an explanation that often serves, as it apparently had

with these pupils, to arrest inquiry before reaching the truth. To the other questions I could get no answer of any value. In fact, the questions opened what appeared to be a new idea to the pupils, and it required a little time to make them see that in pure fiction the author has a *purpose* in creating the scenes and characters as he has, rather than differently as he might have done.

Other questions brought out the fact that the feelings of the pupils had been but slightly touched. They pitied Marner because he had been unjustly, as they thought, accused of stealing, and they thought Dunstan a thoroughly bad fellow, who was *entirely* responsible for his badness, — showing that they had failed to grasp an important part of the lesson of the story.

In another case a class was studying the "Spectator" essays, and had read, among others, those describing Sir Roger, which the pupils recited *memoriter*, as in the former case, but not as well. In answer to a question, they expressed the opinion that in the character of Sir Roger, Addison and Steele were describing some one they knew. Moreover, in the essays they had read they had seen no humor of any kind. I asked the teacher to let them read to me the essay on Will Wimble, telling the pupils to be on the alert as they read, to discover any purpose in the character. The reading was none of it good, some of it very poor, as the effort was new to them. After reading nearly the whole of the essay, a boy expressed the opinion that the character of Wimble was "meant to illustrate the pleasure of being generous," and all the others agreed with him.

On one point I want to make myself clear. My criticism on the above cases, and on the one I am going to give, is not that the pupils could not answer the questions I asked. They should not be told at the start, but left to discover such meanings for themselves as they read, and they may have to read well into the story before they discover them. My criticism is that they were not being taught rightly to read literature; that is, with their minds on the alert to find the essentials in it.

Surely it is not too much to expect of pupils in the high school a better comprehension than the above shows, of what they read. The worship of literature cannot have reached such a stage of idolatry that its worshippers will seriously

claim that it bestows a great benefit on readers even who do not understand it. But, whether so or not, I believe that high school pupils can be taught to read more appreciatively. The cause of the blindness shown above is, that their minds are kept so occupied with mechanical details and other secondary matters that they are not free to comprehend and feel what is of primary value. This will appear, I think, in my next and last illustration, which is also typical of a large number of cases, most of them in Shakespeare.

A class was reading Julius Caesar, and had completed two acts. Each scene had been prepared in the way described above, and then written out, a composition for each scene.

The following extract, from a description of Act I., Scene 1, will show what the pupils were expected to do : —

This scene is in the streets of Rome. There is a rabble in the streets, and Flavius and Marullus are trying to send them home. Marullus asked one what his trade was, and he replied, "A cobbler." Marullus did not understand, and asked him again two or three times, till at last he understood. Then Marullus asked him why he wasn't in his shop. He said that he had come out to see Caesar and to rejoice in his triumph. Then Marullus got angry, etc.

There was certainly a large amount of paper, to say nothing of time, used up in this procedure, with what results will appear.

After listening as before to a number of papers, I suggested to the teacher that I would like to hear the pupils read one of the scenes. She selected the first scene of Act II., which had been studied as described above. It begins as follows : —

- Brutus.* What, Lucius! ho!
I cannot, by the progress of the stars,
Give guess how near to day. Lucius, I say!
I would it were my fault to sleep so soundly.
When, Lucius, when? Awake, I say: what, Lucius!
- Lucius.* Call'd you, my lord?
- Brutus.* Get me a taper in my study, Lucius:
When it is lighted, come and call me here.
- Lucius.* I will, my lord.
- Brutus.* It must be by his death, etc.

The first pupil called up read the above passage rapidly, and with a sameness throughout of force and tone. One or two

others, asked to read the same, did no better. If the expression may be considered an evidence, their appreciation of the sentiment was not discriminative. A colloquy followed that ran somewhat thus: —

“Do you think [to the class] that Brutus and Lucius spoke exactly alike, and always in the same tone and with the same expression?”

To this the pupils unanimously answered “No.”

“Can you see any reason why one’s manner of expressing himself would be different at different times?”

The pupils did not quite understand.

“Would one be likely to speak in the same tone when he is angry as when he is sad?”

Again the answer was “No.”

“Was Brutus angry when he called Lucius the third time?”

Most of the pupils thought “he might have been.”

“Was he angry when he said, ‘I would it were my fault to sleep so soundly’?”

Some thought “he might have been,” but more thought not.

“Was it with a feeling of pity for Lucius that he said it?”

About half of the class were ready to accept this view of it.

“Was it with a feeling of sadness or regret that he said it?”

All thought that this was “nearer to it,” but could see no good reason why Brutus should be sad or regretful.

“What could have been Shakespeare’s purpose in beginning this scene with this little incident?”

The pupils, as usual, didn’t see the purport of this question till I led them up to it, somewhat as described above in the illustration from Silas Marner. They could not, however, see what Shakespeare’s purpose could be in this instance.

“How can black be made to appear blackest?”

All thought this a queer question except one girl, who explained that black would appear blackest on a white background, and *vice versa*.

“How would this principle work in cases where authors wanted to emphasize some feeling, emotion or condition?”

With this question came the light, and hands went up; but instead of calling for an oral explanation (which would now have been a waste of time), I asked the pupils to look through

the passage again and make up their minds as to its full meaning. Then one and another of them was called up to make an effort to read it so as to convey to the rest of us his interpretation of it. The readings were not superior, for the pupils lacked practice, but they showed a marked improvement on the former readings.

One thing is certain, as shown by this and many other similar experiments: pupils in the high school, with comparatively few exceptions, can read good literature appreciatively; but in too many schools they are prevented from doing so, not only by treating it in the way I have described, but by hunting down every allusion, immaterial as well as material, and by memorizing a mass of details and circumstances that might be of interest to a person writing a history of literature but have little to do with its appreciation and are a hindrance to pupils whose reading habits and tastes are in process of formation. It is as if travelers, passing through a region abounding in grand and beautiful scenery, were kept busy counting the stones and trees and brier bushes along the roadside.

The opinion is quite general that the college requirements in English are responsible for the methods described above, and certainly the college examinations would tend to encourage them; but it is to be feared that very many teachers find in these mechanical details their easiest way, and would emphasize them irrespective of college requirements. They, too, have been taught that way, for their instructors in the higher institutions are generally scholars who know a vast deal *about* literature, and not unnaturally emphasize this learning to the neglect of simple appreciation and enjoyment; and their students, fresh from their lectures, prematurely unload in turn upon high school pupils.

If the effort that is put into literature could be directed towards securing simple and appreciative oral reading, the results, I believe, would be far more valuable and permanent. I do not mean elocutionary reading, with studied and rehearsed dramatic accompaniments; I mean what persons of good taste would call intelligent reading, wherein the reader has his mind on the alert to grasp the full sense of what he is reading, and to suggest it to the hearer by the sympathetic responsiveness

of his voice. This is obviously not silent reading, neither is it reciting or declaiming, but a far better mental exercise than either, and it brings thought and expression into proper association with each other. Furthermore, the mental action of the pupil in this treatment of literature is just the reverse of what it is in the method illustrated above; it is centripetal, as it were, and not centrifugal.

Another recommendation I would make is, that in the everyday recitation more attention be paid to the English of the pupils. To quote from a previous report:—

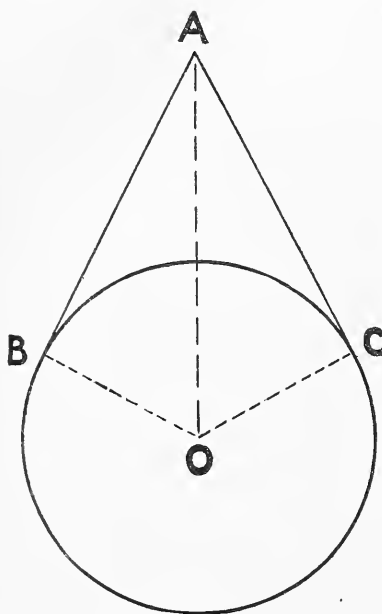
What better opportunity is there to teach English than in the recitations in science, history, civics and all other subjects? Moreover, attending to this in the daily recitation places the emphasis on language at the point where it is most needed,—practice in the correct use of it orally.

I cannot, perhaps, better illustrate the possibilities of the daily recitation in teaching English than by giving two demonstrations of the same theorem in geometry that I chanced to hear in different schools on consecutive days. The first as given below is verbatim, for it was so terse, logical and clear that it was easy to recall. The second I cannot affirm to be an exact reproduction. It was so rambling and disconnected that I had difficulty in following it and in remembering it. I have omitted, I know, one or two of the repetitions, and I may have changed a few of the words, but it is as I have given it practically the same as the pupil gave it to the acceptance of the teacher. In addition to the faults I have mentioned, it will be noticed that there is in the second demonstration a stupid lack of discrimination in the use of connectives, “and” being used to connect a statement of a fact with a deduction therefrom, just as in connecting co-ordinate statements.

In the first instance, the pupil, after constructing the figure, gave the theorem which he explained by the figure, and then proceeded with the demonstration. In the second, the figures were already on the board, and the teacher gave the theorem. The figure below is the one constructed by the pupil. It may not be out of place to say that in the school from which the second demonstration was taken, each class had four periods a

week during its entire course devoted to instruction in English. Each demonstration was in a measure typical of the "recitation English" of the school in which I heard it, not only in geometry but in most other subjects.

First demonstration, all by the pupil. *Two tangents from the same point to a circle are equal.*



Let AB and AC be the two tangents from the point A to the circle O , B and C being the points of tangency, then they are equal.

Construct the radii OB and OC and the line AO (these were constructed at this point); OB and OC are perpendicular respectively to the tangents AB and AC : "A tangent and a radius to the point of tangency are perpendicular to each other." Then the triangles ABO and ACO are right triangles having the common hypotenuse AO and their sides OB and OC equal; therefore they are equal. "Right triangles having the hypotenuse and one side of one equal to the hypotenuse and one side of the

other are equal." Hence their homologous sides AB and AC are equal. Therefore "two tangents," etc.

Second demonstration, theorem given by the teacher. *Two tangents to the same point are equal.* (This is not true. Tangents may extend beyond the circle. It is tangents from the same point to the circle that are equal.)

Given the two tangents from A to B and C , points in the circle O ; to prove that AB and AC are equal.

Draw the radius BO from the center of the circle to the point of tangency B of AB , and the radius OC from the center to the point of tangency C , of AC , and draw the line AO from the center of the circle to the point A . This makes the triangles AOC , and AOB . The triangle AOC is a right triangle because a radius and a tangent are perpendicular to each other when the radius is drawn to the point of tangency, and ACO is a right angle, and the triangle ACO is a right triangle. The triangle ABO is a right triangle for the

same reason, and the right angle is at B, and A O is the hypotenuse, and A O is the hypotenuse of the triangle A O C, and is equal to itself, and B O is equal to C O because they are radii of the same circle, and the triangle A B O is equal to the triangle A C O, and the side A B, is equal to the side A C, and the two tangents are equal.

In many schools the pupils are always required to write out the demonstrations, and when they are asked to give an oral demonstration, they not unusually stumble badly.

This leads me to say that it is a growing opinion that, if part of the time now given to written composition, with all its burdensome correcting and rewriting, were devoted to systematic training in oral composition, it would yield more valuable results. The study of civics furnishes an admirable opportunity for this kind of training, if teachers could only alter in this one subject the traditional manner of conducting a recitation.

In conclusion, I would say that there is a widespread feeling of dissatisfaction among teachers and superintendents regarding the present treatment of English in the high school; and some have gone so far as to suggest the calling of a meeting, to formulate a protest to the colleges against their part in making the conditions such as they are. Moreover, every one whose name is prominent in literature, who has ever spoken on the subject, has denounced or ridiculed the present practice. To illustrate, I cannot do better than to quote from a new and breezy little book, "The Gentle Reader," by Samuel McChord Crothers: —

The distaste for poetry arises largely from treating it as if it were only a more difficult kind of prose. We are so much under the tyranny of the scientific method that the habits of the schoolroom intrude, and we try to extract instruction from what was meant to give us joy.

The prosaic commentary obscures the beauty of the text, so that —

The glad old romance, the gay, chivalrous story,
With its fables of faery, its legends of glory,
Is turned to a tedious instruction, not new,
To the children who read it insipidly through

One of the most ruthless invasions of the prosaic faculties into the realm of poetry comes from the thirst for general information. When this thirst becomes a disease, it is not satisfied with census reports and encyclopedia articles, but values literature according to the number of facts presented. Suppose these lines from "Paradise Lost" to be taken for study : —

Thick as autumnal leaves that strow the brooks
In Vallombrosa, where th' Etrurian shades
High over-arched embower, or scattered sedge
Afloat, when with fierce winds Orion armed
Hath vexed the Red Sea coast, whose waves o'erthrew
Busiris and his Memphian chivalry.

What an opportunity this presents to the schoolmaster. "Come now," he cries, with pedagogic glee, "answer me a few questions. Where is Vallombrosa ? What is the character of its autumnal foliage ? Bound Etruria. What is sedge ? Explain the myths of Orion. Point out the constellation on the map of the heavens. Where is the Red Sea ? Who was Busiris ? By what other name was he known ? Who were the Memphian chivalry ?"

I wish I could say that this is only a caricature.

APPENDIX E.

REPORT OF WALTER SARGENT,

AGENT OF THE BOARD,

FOR THE

PROMOTION OF INDUSTRIAL DRAWING.

REPORT.

To the Board of Education.

I have the honor to submit herewith the twenty-fifth annual report of the agent for the promotion of industrial drawing.

Since the establishment of that office in 1872 there have been three such agents : Mr. Walter Smith, from 1872 to 1882, who made industrial drawing recognized as an essential part of public education ; Mr. Charles M. Carter, from 1884 to 1886, who conducted instruction at institutes ; and Mr. Henry T. Bailey, from 1887 to 1903, whose resignation, tendered in order that he might give his time to work in another field of industrial art, followed his sixteenth re-election in March, and took effect the first of August, 1903.

During his long term of service Mr. Bailey has rendered the work of industrial art education yearly more effective. He has done much towards freeing it from formalities and the trammels of conventionality, and making it a natural and spontaneous outgrowth of school work. This has forwarded the task of bringing about an almost universal acceptance of drawing as a vital part of the school curriculum.

By investigation of the various problems awaiting solution and by comparison of the efficacy of methods and experiments, he has made the best results available for general information and discussion. At public meetings and institutes and by personal visits to schools, he has made the inspiration of a strong and helpful personality felt throughout the State.

I find no statistics regarding the number of special teachers of drawing in Massachusetts previous to 1888. At that time there were 49. In 1903, according to returns now available, there were 224. These figures indicate the present appreciation of the value of industrial drawing in public schools.

The general acceptance of drawing in the school curriculum is closely related to increasing appreciation of the truth of the following statements : —

1. The study of drawing is of noticeable value in the development of every child, whatever is to be his future occupation.

2. The ability to draw well, where instruction is wisely given, is as universal as the ability to read and write well under equally favoring conditions.

Recognition of the first statement by educators is now practically universal. As regards the second, the superstition that all good drawing must be the fruit of genius still unfortunately obtrudes itself upon many teachers, and enervates their efforts to secure general excellence of results. Evidence in favor of the statement, however, is sufficiently abundant. Where conditions of wise instruction do obtain, a set of drawings of any grade, including one from each pupil in the school, will be found as nearly equal in excellence as a set of papers in language or arithmetic. As in other studies, there is a masterly use of the means of expression, to which few will attain; yet there is an almost universal aptitude for acquiring a moderate knowledge, which is sufficient to make available new means of observation, expression and appreciation. The response of the majority to good teaching in drawing has been a surprise, even to those who had most confidence.

The establishment of the truth of these statements is a most valuable foundation for future progress. In most towns of the Commonwealth the question now is not, shall drawing be taught, but by what methods and in what relation to the school course as a whole.

Because of the importance of securing the best results, and in view of the amount of time and money which is being expended by cities and towns in this direction, and also because of inquiries received from various superintendents as to what should be the general basis of drawing in public schools, I have attempted here a review of the chief demands for art education, so far as I have observed them, in order that a statement of them may help towards a deduction of the general aims which should dominate methods of teaching. Courses must vary with localities, and methods with the individual who uses them; yet there should be an appreciation of the general needs to be met, in order that courses may lead to definite and valuable results, time be saved and methods be based on common sense.

A statement of the more important demands for public art education : —

1. General educational demands for drawing as a means of expression and stimulus to observation.

A new understanding of a thing comes to the child who tries to draw it. The act of drawing requires and develops an increased faculty of comprehension, and clearer mental percepts which form the basis of thinking. During the first years of school life, when expression by drawing seems to be natural to all, a marked advance in general appreciation is noted in children who are allowed to express their interests freely by drawing, as well as in oral or written form. Observation goes further with drawing than without it.

This demand is based on the needs of the majority, and not on the possibilities of the few who may become artists. Its chief advantage is not for those who have special talent, but for those who have not, — that is, who lack this sort of comprehension.

2. Demands made by scientific study for accurate records of observation.

Nearly all lines of scientific study require the use of drawing for accurate records of observations to be used as data. After the primary grades, the value of this sort of drawing increases with each year.

3. Demands of the æsthetic nature for development of appreciation and formation of artistic standards.

Development of æsthetic taste is universally needed for increased appreciation and enjoyment of nature and the treasures of art, and for standards of choice in furnishing one's surroundings and for the highest pleasure therein.

4. Demands for art as a basis of national wealth.

These are admirably stated by Prof. Alfred V. Churchill of the Teachers College, New York City, in the Year Book of the Council of Supervisors of the Manual Arts, 1903, page 113, a part of which I quote : —

Industrial drawing lies at the foundation of manufacture. The average workman must understand drawing, because expression through drawing or modeling must precede execution in material in nearly every branch of industry. . . .

American industries suffer through the ignorance of workmen in these lines.

Technical schools invariably make large requirements in both free-hand and mechanical drawing.

The knowledge of design has high commercial value ; it furnishes thousands with occupations, — but what is more vital, it increases the market value of products.

Taste (combined with skill) is thus an important basis of national wealth, — one of the most important, in fact.

Nations with taste and skill control the world market in lines of artistic manufacture.

Governmental expenditures* for art education in Europe sustain this view, which is no longer disputed. . . .

The welfare and happiness of the Commonwealth demand that the State be equipped with skilled workmen, and take its place in supplying the world market. . . . The foundations of such education must be laid in the schools.

5. Demands of public æsthetic interests.

Public æsthetic interests make increasing demands for beauty as well as utility in civic constructions, and ask of the public schools training that shall bring about higher standards of taste. As a people, we are discovering that utility and beauty can go together, and are refusing to tolerate needless ugliness.

While methods and courses will vary with individual teachers and localities, still, it has seemed to me timely to attempt to deduce from the foregoing demands and from a survey of the instruction in industrial drawing now in progress in the Commonwealth, and also from a review of available opinions on the subject, a statement of the general aims of such a public school course in drawing as will meet the conditions. Whether accepted, rejected or transcended, such a formulation from the present point of view cannot but help towards a needed simplification of methods, and open the way to more adequate definition in the future. It embodies little that is new. It purposes not to propose aims, but to define them.

From the available data it would seem that such a course should : —

1. Train ability to sketch any simple object from nature or memory.

* Massachusetts stands foremost among the States in its appropriation of \$50,000 for art education. The city of Paris yearly expends \$350,000.

Such ability means development of the faculty to perceive and express the dominant characteristics of objects. The best subjects for sketching are things within the range of the interests of the pupil; during the primary years, especially, things he naturally desires to draw.

After children are old enough to care that their drawing represents the object, the gist of the most effective suggestions that can be employed by the instructor is embodied in the question, Does the drawing look like the object? The most valuable use of the time is found when the maximum proportion is devoted to actual drawing and the minimum to verbal explanations and directions. Often a child's first impulse to represent an interesting object is smothered by analysis and explanation. Much discussion in words, of things to be expressed in terms that are not words, is dangerous to the vitality of results. Instruction and explanation are necessary, but they should be such as to stimulate and direct, not displace practice.

In conjunction with well-directed practice, the effects of perspective should be considered at an age when they can be appreciated and applied to aid towards correctness of expression. There is some analogy between principles of perspective in drawing and principles of technical grammar in language. Study of the latter, to be effective, does not precede power to use the language intelligently. It is a question whether study of perspective principles as such is of value below the sixth or seventh year of the school course.

Many of those especially interested in drawing are asking that more time be devoted to that subject. It may be well to inquire, however, if the question having right of way is not that concerning the most effective use of the time now available. In primary grades many precious hours are wasted in attempts to teach perspective principles as such, and to correct certain tendencies shown in children's drawings, which tendencies should be considered as a hint of the road to follow, rather than as depravities to be overcome.

For principles of perspective, for the mechanics of drawing, a small child has little appreciation or use. There will come a time when he is interested in the correct representation of form, but until he is eight or nine years of age, the chief value of drawing to him is as a new way to express his ideas. An

object placed before him usually acts as a starter to the train of his imagination, rather than as the center of his observations. His interest is in the story his lines tell, not in the way of telling it. His marks lack much of artistic composition and perspective accuracy, but they are full of *intention*.

A child's interests are mainly in himself and his play, in people and their activities, and in other things in proportion as they are related to these. If his drawing is an expression of these interests instead of a struggle to represent abstract type forms, he will gain facility in graphic expression of his ideas. For lack of this early facility, no amount of later practice can fully compensate. The time gradually comes when he is interested in the correctness of his representation, and, little by little, with its coming, the principles of drawing appearances can be taught and are valuable then, because they appeal as aids in gaining a desired result.

History of methods of teaching reading has repeated itself remarkably in the manner of instruction in drawing. Some things that have long been relegated to oblivion in the former still persist in the latter.

2. Train ability to express accurately results of observation in form useful for scientific data.

Such expression gives prominence to exact records of facts under consideration, rather than to representation of general æsthetic effects.

Such accuracy is not desirable on the part of small children, but is of steadily increasing value after a certain physiological maturity has been reached. The best subjects are often those to which attention is being given in some other line of study, so the records may be those of understood facts. The most satisfactory results are usually obtained where the scope of facts to be recorded is sufficiently limited to be definite. The most effective criticism is concerning the adequacy of the graphic description. Perspective principles are valuable in so far as they aid perspicuity of expression.

In such work as this, the brush and soft pencil with broad lead, so useful in sketching, can with advantage be superseded by a moderately hard pencil, sharp enough to tell the truth.

3. Awaken interest in painting, sculpture and architecture.

Such interest comes partly through familiarity with a considerable number of masterpieces, new and old. It means the discovery that a rich artistic inheritance exists, and is available for enjoyment and study.

Further investigation is needed as to how a child's possibilities for æsthetic appreciation of works of art can best be developed. Experiments already made offer some suggestions worthy of consideration : —

(a) That æsthetic appreciation is late in developing. The public schools below the high school can do little more than lay a foundation for it.

(b) That the first impulses, which later may develop into such appreciation, may come from well-drawn, vigorously colored children's pictures, as well as from world-renowned masterpieces; and that the best preparation for artistic appreciation in maturity is the fullest enjoyment in childhood of the art that is within the realm of childhood's comprehension.

(c) In the attempt to stimulate æsthetic appreciation, any masterpiece, even though it be a great one, will not do simply because it is a masterpiece. It must be in touch with the child's range of experiences. Great pictures may grow to seem commonplace before the hour for appreciation of them has come.

(d) A child's appreciation of a masterpiece is hindered more than helped by analysis of its composition.

When imagination can be set at work under the stimulus and direction of a good picture, feelings may be awakened that later may develop into artistic appreciation. The æsthetic value of a picture is not wholly in the inspiration it brings. Its frame is a gateway to a realm of inspiration. The spectator's store of experiences will determine how far within that realm he has power to go. A child's interpretive experiences are not very extended.

In the matter of English, teachers do not feel that they are cheating small children of their literary inheritance by withholding the study of such authors as Browning or Shakespeare till a degree of maturity is reached.

Some literature and some pictures of the highest sort, however, are adapted to early grades. These are chiefly pictures

of children, of familiar human activities and relationships, and of animals. Probably a child's reasons for liking these are not wholly of an æsthetic nature.

A basis for enjoyment of art is not gained entirely by the study of works of art. Delight in flowers and birds, in sunshine and changing cloud forms and ocean waves, in music and poetry, — all aid. In turn artistic appreciation increases one's enjoyment of all these. We see nature through the eyes of painters, sculptors and poets more than we realize. A country becomes picturesque to the majority after it has been interpreted by painters.

As has been said, methods of developing æsthetic appreciation in children in the public schools await more careful consideration than has yet been given them. In a sense art cannot be taught. I believe, however, that it is possible for most boys and girls to receive a training that shall aid them to reach a discerning point where not only treasures of art, but customary surroundings as well, shall show to them what exists therein of beauty and distinction. Art instruction in public schools should accomplish such a result. Not to see these things, says Walter Pater, "is on this short day of frost and sun, to sleep before evening."

4. Train ability to make and read working drawings and to use drawing instruments.

This means power to express constructions of three dimensions adequately, upon a surface of only two, by means of the conventions of working drawing, and in turn to gain from a working drawing all the facts necessary for constructing an object, or making a sketch of its appearance.

The study of working drawing gains in efficiency when it is frequently made the preliminary of actual construction. It is the natural attendant of manual training. When working drawing becomes an end in itself, it seldom calls forth as effectively the power to think clearly in three dimensions as when it preludes and aids the making of things.

A pupil has acquired ability to think in three dimensions when he can translate objects and pictures of objects into terms of working drawings, and translate working drawings into sketches showing pictorial appearance.

5. Lay the foundations of appreciation of good design.

This means training in the selection and best use of materials and decorations to meet given conditions.

The most fruitful problems are usually those occurring in connection with school and home life, in which the pupils have a personal interest, and the finished results of which appeal to them as of value. Such training develops a discernment of beauty and an appreciation of the right thing for the right place. These are not gained by knowing a variety of rules by which to judge the form, color or appropriateness of designs, but from familiarity with fine artistic examples and by continual interested choosing between things better and worse.

Development in this direction is cumulative, and continually increases the power of estimating the fitness of things and appreciating what they possess of beauty.

As supplementary to or contained in the regular course in design, such problems as the following have proved themselves excellent: arrangement of school work, covers for school papers on various subjects, practice of good printing, designing of monograms and initial letters, study and choice of vases and arrangement of bouquets, making holiday decorations and friendship tokens, choosing, framing and hanging pictures, designing apparatus and objects for use in school and at home, etc. Problems of this sort involve all the principles of good design.

The betterment of schoolrooms and grounds furnish concrete problems where conditions solicit such attention. In some country schools these have been turned to good account. Where this has been done, there usually exists a wholesome pride in the results. The children ask concerning a visitor, "Did he notice how nice our room looked?"

Interest and experience in such matters are an excellent introduction to a regard for the appearance of the town, and a thoughtful consideration of the problems relating to its improvement. Each upper grammar and high school should have, in addition to its examples of historic ornament and masterpieces of architecture and paintings of the past, a collection of photographs of excellent public buildings, bridges,

streets, statues, fountains, lighting apparatus and other things which vitally affect the appearance of a twentieth-century town.

The question of beauty in public construction is not a superficial one. Even from a utilitarian point of view it cannot be regarded with indifference. Foreign cities have given more attention to such matters in the past than have we. They have had more time since the early struggle with the wilderness, and have long possessed a wealth of applied art that accumulates only with centuries. They have solved many problems of civic beauty, and are making others the subject of experiment. A remarkable interest in this field has appeared in the United States within the last few years.

Increased attractiveness and beauty will be the reward of many American towns when they give more careful attention to certain matters of public construction. Among the more important are the following:—

Streets and Roads.—Interest in the subject of good roads is widespread, and already has borne much fruit. Interest in making them beautiful is also at work. The office of tree warden has been proved to be one that should not be bestowed carelessly.

In one or two American towns a skilled landscape gardener is engaged at certain times during the year, and his advice placed at the free disposal of citizens. Those who wish their grounds to be best planned from the standpoint of intrinsic possibilities and of the effect of the street as a whole, can have the judgment of a specialist. Some such plan as this is worthy of wider consideration.

Bridges.—The artistic problem of the small bridge has been solved in many places. For example, one who has followed along “The Backs” in Cambridge, Eng., realizes how much picturesque beauty is added to a stream by bridges of perfect design. Bridges in Nuremburg and Venice offer quaint and beautiful suggestions. Cities of France and Germany furnish good plans of larger bridges. Excellent examples are abundant.

When a town is about to build a bridge, it is called upon to decide whether it will add to itself an ugly, a commonplace or an exceedingly beautiful feature. The average iron bridge

over a country stream invites attention from itself to the need for artistic improvement.

Public Buildings. — The majority of Massachusetts town libraries are private bequests, and the designs are decided upon by the donor. The buildings in most cases are an admirable accession to the artistic wealth of the town.

The architecture and equipment of school buildings during the past ten years have improved greatly. Recent structures are in many cases models of good taste. Many town halls, in both form and decoration, still illustrate a period of extremely low ebb of æsthetic appreciation. As to railroad stations, the gateways of modern towns, Massachusetts can show examples of extremes in architectural quality.

Lighting Apparatus, Telegraph and Trolley Poles, etc. — The artistic qualities of these have received much consideration in foreign countries. The Belgian Society has given them special attention.

Electric light poles in Massachusetts cities are generally designed with the heavy curve of a semicircle at the top; those of foreign cities and towns ordinarily show the line of a spiral. This gives a graceful accent to those structures, and does much towards freeing them from the usual dreary monotony. Some continental cities, especially those of Holland and France, produce good designs for telegraph poles, with charming wrought-iron work, which relieves the customary right angles.

Trolley poles also are artistically treated in most foreign cities. Those of Leeds, Eng., for example, are simple, yet of good design, while in some parts of Berlin they are elaborately ornamented, yet in keeping with their surroundings in the imperial city. Interesting designs for guide boards and other street signs are also to be found in these places.

Beautiful wrought-iron work, in countless applications, abounds in cities where the arts of design reached a high level in times past. In Nuremburg, for example, gates, street signs, hinges, brackets, lamps, grills, etc., are wrought with finest skill. One finds sources of delight at every turn. Such marvels of beauty as the gates, doors, hinges, carvings, knockers and latches of the Frauenkirche and the Lorenzkirche richly reward study.

Fountains. — The crowning beauty of an ornamental fountain should be the form assumed by the water itself. The construction ought to be an appropriate setting for this. Grotesque sources for the water may excite curiosity and interest, but can rarely satisfy the sense of fitness. Numberless examples of fountains, good and bad, exist here and abroad, and also abundant suggestions for new and tasteful designs. Drinking fountains, too, offer excellent artistic possibilities.

Parks and Public Grounds. — These are receiving a gratifying amount of attention. That first requisite of taste, that the features of natural beauty be allowed to dominate, and that the labor expended shall emphasize rather than remove or obscure these, is extensively appreciated.

Public Festival Decorations, Monuments and Landmarks. — The transient festival decorations for public holidays, and the more permanent public monuments, are the outward expression of a general sentiment, patriotic, religious or other. They may partake of the impressive quality of the fêtes and pageants of Florence or Antwerp, or may be on the level of the New England "Horribles."

The best classic festivals were arranged by artists, and were a stimulus to artistic production and appreciation and to an exalted public spirit. There is valuable opportunity for improvement of the beauty of decorations for our public holidays.

The standard for public monuments is receiving increasing consideration. Private monuments, especially those in cemeteries near large cities, often leave much to be desired towards satisfying the æsthetic sense of fitness. Some are unpleasantly disquieting in their desperate attempts at prolongation of mortal memory by artificial means. Few more appropriate designs have been invented for marking burial places than the gray slate stone of the early settlers, with some modifications in the manner of ornament and inscriptions. Time and lichens do not disfigure it. It quietly takes its place in the landscape, and seems a "courteous acceptance of the eternal peace."

Historical landmarks, which grow increasingly precious with added years, need a setting skilfully and appropriately planned.

Advertising. — The problem of advertising is one of the most serious with which towns have to deal, in the effort to render streets and landscape more attractive.

Two solutions promise to be effective, — one, the development of such a public opinion that flagrant advertising will cease to pay; the other, limitation by law.

The first has proved effective in some few localities; the second works well abroad, but its constitutionality in this country is questioned. Many foreign cities, in their campaigns against advertisements which disfigure streets and landscapes, have resorted to taxation according to size. Consequently, skill is expended by advertisers to make the most attractive showing within narrow limits. The result has been some exceedingly artistic productions, so good as to start a fad for collecting posters. The establishment of kiosks like those of Paris has aided greatly in solving the problem.

Several attempts at legislative limitation of advertising privileges have been made in this country, and sharply contested. The Cleveland law regulating billboards has been declared unconstitutional. On the other hand, the famous "Buffalo decision," rendered by Justice Kruse, gives occasion for encouragement. A full account of this will be found in the Buffalo daily papers for Oct. 1, 1901.

A resident in a Massachusetts town told me that, after the posting by a theatre company of bills portraying, with life-sized figures, a thrilling murder scene, some boys of the town gathered in front of the advertisement and acted out the scene under the inspiration of the pictures.

In all these matters, public opinion and public taste rule. Public æsthetic needs demand that art education in schools shall furnish practical standards of taste.

The demands for drawing and art education are sufficiently fundamental to necessitate their incorporation in a well-balanced public school course. In that course, however, they become parts of a whole, and need consideration in their relation to that whole which is greater than its parts. They should not only be in the course, but of it.

Experiments in methods are being tried everywhere. This is a healthy sign. The attitude of superintendents and school

committees towards these experiments has been exceedingly generous. In the main, criticisms have been withheld, and full liberty given. There is need, however, that comparison and discussion of the results of these experiments be made by educators who are not art teachers, as well as by those who are specialists in that line. From the two points of view a more trustworthy light may be thrown upon the subject. It is hoped that superintendents will offer their suggestions in this matter.

There is need also of an intimate knowledge of the scope and spirit of school work as a whole, and of drawing in relation to that whole, on the part of special teachers of drawing. Early specialization on a narrow foundation is not conducive to continuous development, and has an unfortunate influence upon those who must take part in a broad general work.

The special teacher requires a comprehensive outlook, in order that he may present his work so that it will accomplish its purpose, and, on account of its saneness, will commend itself as indispensable.

Respectfully submitted,

WALTER SARGENT.

DEC. 31, 1903.

APPENDIX F.

REPORT ON COUNTY TRUANT SCHOOLS,

BASED ON

REPORTS BY SUPERINTENDENTS OF THE TRUANT SCHOOLS, AND BY JOHN T. PRINCE,
J. W. MACDONALD AND G. T. FLETCHER, AGENTS OF THE BOARD.

COUNTY TRUANT SCHOOLS.

The following statement gives statistics for the year 1903 : —

COUNTY TRUANT SCHOOLS.	Number at beginning of the year.	Admitted.	Discharged.	Number at close of the year.
Essex,	32	33	28	34
Hampden,	24	33	23	34
Hampshire and Franklin, .	—	—	—	—
Middlesex,	143	87	94	136
Norfolk, Bristol and Plymouth,	49	36	43	42
Suffolk,— Boston Parental, .	242	213	220	235
Worcester,	20	40	27	33
Totals,	510	442	435	514

ESSEX COUNTY TRUANT SCHOOL, LAWRENCE.

W. GRANT FANCHER, *Superintendent.*

The superintendent has been in charge ten months. During that time he has found the work with the boys very pleasant. They are enthusiastic in the schoolroom and on the farm, as well as in the playroom and on the playground. New boys soon learn the ways of the school, and take hold with the same earnestness. It is to be regretted that so many boys in Essex County are allowed to grow up in ignorance.

The school of letters is made up of five grades. There are two sessions each day. The two lower grades are in school two and a quarter hours in the forenoon, without intermission; the

other three grades are in school three hours in the afternoon, from 1.30 to 4.30, with ten minutes' recess. With this order the result is very good, and the teacher can give more individual attention than would be possible with all at the same time for four hours, as heretofore.

Vocal music is taught three evenings each week.

The boys attend church in the city when the weather permits. The church people have given them a cordial welcome, and they very much enjoy the service.

The farm is composed of thirty-three acres of excellent land, from which plenty of fresh vegetables in variety in their season are furnished for the dietary. The boys are given practical lessons and taught to enjoy the work. Market gardening is followed to some extent, and the boys learn to prepare fruits and vegetables for market.

They are also taught the feeding and care of live stock. The farm is necessary to develop the boy and to give him a strong, healthful body.

The greenhouse is a splendid thing, and the cultivation of flowering plants seems to have a refining influence on the boys. The chief winter crops are tomatoes and rhubarb. At the present time (December) tomatoes are ripening. Several boys help in the greenhouse; others are taken through it in classes and told of the work and of the development of the plants.

The health of the school has been excellent. This seems remarkable when we consider the condition that many of the boys were in before they came to us.

Through the winter the boys are taught plain carpentry. Some are employed at chair-seating, but not much is done in this line.

A laundry has been put in on the first floor, the basement enlarged and well lighted, an adequate coal pocket added, while other improvements are being made.

Number of boys in the school Dec. 1, 1902,	.	.	.	.	32
Admitted during the year,	.	.	.	.	33
Whole number cared for,	.	.	.	.	65
Discharged during the year,	.	.	.	.	28
Average attendance during the year,	.	.	.	.	34
Remaining Nov 30, 1903,	.	.	.	.	37

COMMENTS BY MR. PRINCE.

The school was visited by Mr. John T. Prince, agent of the Board, who makes the following comments:—

Although some improvement has been made in the building, there yet remains much to be done before the accommodations are what they should be. The schoolroom is poorly ventilated, there is no proper playroom for the boys in cold and stormy weather, and no provision is made for manual training. There is a fair supply of apparatus and a large number of books, such as they are. Some of the books of the library should be removed and others added, suitable to the needs of the boys.

There are two sessions of the school,—a forenoon session of two and a quarter hours for the first and fourth grades, and an afternoon session of three hours for the third, fifth and sixth grades. The only industrial work of the school is chair-seating and the farm and household work. There ought to be one or two hours a day of such industrial work as will be of direct value to the boys educationally, and as will be of service to them when they leave the school. There ought also, in my opinion, to be more nature study and more practical language work than is done at present.

While the teaching is somewhat crude, the spirit of the school seems to be excellent. The boys as a rule are busy with their tasks, and are attentive in recitation. Indeed, this is the strongest feature of the institution as a whole, and, in my judgment, it is the most important. There is to all appearance a good degree of freedom and cheerfulness among the boys, and an evident attitude of obedience to authority. Such is the spirit of the discipline that corporal punishment is seldom resorted to, and running away from school has been of late a rare occurrence. With some needed improvements in the building and a changed curriculum in the direction named, this school, I believe, may be made under its present management one of the best of its kind.

HAMPDEN COUNTY TRUANT SCHOOL, SPRINGFIELD.

ERWIN G. WARD, *Superintendent.*

Number of boys in school Sept. 30, 1902,	. . . . .	24
Committed during the year,	. . . . .	33
Discharged during the year,	. . . . .	20
Released on probation,	. . . . .	3
Average age of commitment,	. . . . . 11 years, 8 months	
Number of boys in school Sept. 30, 1903,	. . . . .	34
Average number for the year,	. . . . .	33

Of those committed, 5 were habitual absentees and 28 habitual truants; 28 could read and write and 5 could not read and write. Of the habitual absentees, 2 were fifteen years old, 1 fourteen and 1 ten. The age of the oldest boy committed was fifteen years, eight and one half months; the youngest, nine years, two months.

The total expenses for the year were \$7,334.31; income for board of truants, \$2,557.19: net cost per capita, per week, \$2.74. The average number of boys has increased 40 per cent. over last year, which helps to reduce the cost per capita.

The past season was very unfavorable for crops, on account of the cold, wet weather; but the garden yielded a fair supply for the tables.

The boys have enjoyed excellent health during the past year, a physician having been called but once, and that for a sprain.

The old desks in the schoolroom have been replaced by more modern furniture, adjustable seats and desks, making the room more attractive and convenient.

Increase in numbers does not indicate an increase in truancy, but more boys are committed for two years than formerly; therefore, better results can be obtained in school work.

COMMENTS BY MR. PRINCE.

This school was visited by Mr. Prince, who makes the following comments:—

The educational conditions of this school are about as they were at the time of my last visit, four years ago.

There has been a slight improvement in the facilities afforded for manual training, but the time allotted for it and the kind

of work attempted are still very inadequate. If, as we are told, the boys enjoy so much the little manual work they have, it is very strange that there is not more of it and a better kind, especially as good industrial work is now almost universally advocated by intelligent directors of this class of schools.

There is another need of this school quite as great, in my opinion, as increased attention to industrial training, and that is, proper facilities for separating the older from the younger and more innocent children. It was plain to see that without extraordinary precautions five or six of the older boys must necessarily have a demoralizing influence upon the younger boys of the school. Sleeping in the same room at night and playing together several hours a day, some of the time without oversight, afford opportunities for contamination which can hardly be prevented under present conditions. This separation can be effected only by making some changes in the house, and by securing the aid of an additional teacher and caretaker. Such an arrangement would make possible an almost complete separation of older and younger boys, by having one division occupied with the manual or physical exercises under guidance, while the others are at their books or household duties. Of course it would greatly add to the expense, but it would, I doubt not, be a saving in the end, besides being the means of giving some of the boys a fair chance to improve a privilege which they have not now in full measure.

TRUANT SCHOOL OF HAMPSHIRE AND FRANKLIN COUNTIES, GOSHEN.

Mr. Fletcher reports his visit to this school as follows:—

The truant school at Goshen seems to have a nominal existence until the county commissioners of Franklin and Hampshire counties make some other arrangements for placing their truants.

The place is a farmhouse in the western part of the town of Goshen, called Lithia. Mr. August D. Cordtsen and his wife have kept "open house" for three years and three months, awaiting the arrival of any truants. During this period of

time but one boy has been sent to the place for commitment. He was an absentee from school, kept at home by his mother, that she "might attend church frequently," as reported. This colored boy from Northampton was committed Sept. 1, 1900, for a period of six months, being discharged from the school March 8, 1901. He received school instruction five hours daily, of a suitable character, from Mrs. Cordtsen, a teacher of experience in the public schools. The boy did "chores" at the house and barn, and some farm work with Mr. Cordtsen. The instruction and manual labor were as well adapted to the needs of the boy as they would be to other boys of like disposition.

Since the discharge of this boy, March 8, 1901, no truant or absentee has been sent to the place. No special provision has been made by Mr. Cordtsen for schoolroom and dormitory accommodations, though space for such rooms, on a small scale, is reserved in the house, to be put in order when needed. That there are truants in the two counties can hardly be doubted, but they have not been sent to Goshen. Possibly a warning is sufficient. Practically, the counties of Franklin and Hampshire have no suitable truant school, and it is evidently the duty of the county commissioners to provide one.

Overtures have been made to the officials of Hampden County, but the school at Springfield is full. The building and grounds there need enlargement and better adaptation to the needs of the boys, especially in opportunities for industrial training.

A union of the four western counties for truant school purposes would render possible such facilities for the education of boys as are greatly needed.

MIDDLESEX COUNTY TRUANT SCHOOL, NORTH CHELMSFORD.

M. A. WARREN, *Superintendent*.

There were 143 boys in the school Jan. 1, 1903.

Admitted during the year,	87
Whole number for the year,	230
Discharged during the year,	94
Remaining Dec. 31, 1903,	136
Average number for the year,	144

During the year 81 were committed for habitual truancy and 6 for violation of the rules of school; 79 were discharged by expiration of sentence, and 15 released upon probation.

Of those committed, 72 could read and write, 1 could only read and 14 could neither read nor write.

The current expenses for the year amounted to \$23,994.51, or a weekly cost of \$2.30 per capita.

COMMENTS BY MR. FLETCHER.

Mr. Fletcher makes the following report of his visit to this school: —

The school will be admirably equipped in buildings after the completion of the one nearly finished, which will accommodate 50 boys.

Three teachers are employed for the ordinary schoolroom work. While I was there recitations which were well adapted to the ability and needs of the pupils were conducted by each teacher. All of the boys seemed interested in their studies and recitations. The work in sloyd, under the direction of a competent man, seems to be of much interest and profit to the boys.

All of the pupils engage in the various occupations incident to the running of the school, such as cooking, laundry work, care of the dormitories, etc., changing employment from time to time, for variety of exercise.

The clothing room gives evidence of the skill and industry of the pupils in making their own apparel. The extended accommodations and improvements made the past year have afforded opportunities for manual labor which the boys have greatly enjoyed.

Improvement of the grounds and cultivation of crops in garden and field have called for much profitable activity.

The necessity and value of amusement are recognized in the conduct of the school. The boys have opportunities for freedom in play that afford healthy bodily exercise, intellectual and moral improvement. The organization of a brass band has been a means of musical training and a source of great pleasure to the boys.

The marked executive ability of Superintendent Warren, the motherly care of the boys by Mrs. Warren, and the effi-

ciency of the teachers and officers, have combined to make the school and home life, in many ways, ideal.

The boys who remain longest under these good influences will leave the school with a valuable training in obedience, industry, general intelligence and right social relations, that make for good citizenship.

The wise economy in management is seen in the low net cost per pupil for maintenance and in the prudent expenditure for buildings and other improvements. It is encouraging to notice a tendency to longer terms of commitment of boys, with release upon recommendation of the superintendent.

It is very evident that in some cities and large towns many of the truants are not sent to the truant schools, while from a larger number of small towns no truants are sent to these institutions.

A small expense to the towns and lack of enforcement of the truancy law by local officials are the causes of this neglect. The appointment of county or State truant officials to co-operate with local authorities would prove beneficial to the cause of education.

TRUANT SCHOOL OF NORFOLK, BRISTOL AND PLYMOUTH COUNTIES, WALPOLE.

JAMES H. CRAIG, *Superintendent.*

Number of boys in school Dec. 1, 1902,	49
Number of boys committed during 1903 (up to December 1),	36
Number of boys discharged during 1903 (up to December 1),	43
Number of boys in school Dec. 1, 1903,	42

Two teachers are continually employed. The school hours are the same as in former years. Extensive repairs, including replastering, painting and paperhanging, etc., have been made, and a new roof has been put on.

A great improvement in the method of lighting has been introduced, electricity taking the place of kerosene oil.

The coming year will doubtless see the erection and fitting out of the contemplated hospital building.

COMMENTS BY MR. MACDONALD.

Mr. MacDonald makes the following observations upon his visit to this school:—

At Walpole there were 41 boys who appeared to be well fed and housed. Their schooling was confined to the common school branches, and there were two teachers, permitting a fairly good classification and opportunity for adapting the instruction to the individual capacity. Though the teachers put into their work a good deal of earnest and forceful effort, they failed to elicit from most of the boys any very noticeable show of interest, and what little progress was made was at the cost of much reiteration and prodding. Boys of this class do not readily assimilate intellectual abstractions, but at Walpole it is practically this or nothing, unless scrubbing floors and washing dishes can be counted in the course of studies. To be sure, in summer the conditions are a little more favorable, because the boys then find relief in farming. Other than this, there is as yet no suitable industrial instruction or training that would give the boy's better self possession of him.

This is one of the truant schools of the State that are managed on the notion that their inmates are wholly to blame for being as they are, and that no concession, therefore, should be made to their tastes, capabilities or future welfare. It is, may we hope, the passing remnant of an earlier opinion, that truant schools should be made so disagreeable that even devils would change to angels to keep from being sent to them. Results did not confirm this opinion, and in all intelligent and humane communities the treatment has been changed so far as food and other physical wants are concerned, but the people of Bristol, Norfolk and Plymouth counties have not given to the intellectual, the industrial and hence the moral side of this question the consideration that it calls for. Let us hope that sooner or later they will do so.

SUFFOLK COUNTY, PARENTAL SCHOOL, CITY OF BOSTON.

DANA P. DAME, *Superintendent.*

Various facts of interest are presented, as follows:—

Number of boys in school Feb. 1, 1903,	242
Committed during the year,	211
Returned from probation,	2
Discharged during the year,	189

Released on probation,	31
Number in school Jan. 31, 1904,	235
Average membership,	235
Number recommitted first time,	40
Number recommitted second time,	7
Average age at commitment,	11 years, 8 months, 18 days
Average time spent in the school by boys discharged and released,	13 months, 7 days

Two hundred and forty boys gave the following reasons and excuses for playing truant: influenced by older boys, 51; disliked the teacher, 37; to attend theatres, ball games, etc., 35; fear of punishment at school, 19; to ride on teams and cars, 18; disliked school work, 14; to gamble, 12; to wander about the streets, 10; kept at home by parents, 10; to work, to get money for cigarettes and attending theatres, 7; sessions of school too long, 7; unable to keep up with class, 6; weather too hot, 4; to go swimming, 3; lived too far from school, 2; to visit relatives, 2; had no clothes fit to wear, 2; to smoke, 1.

Of these 240 boys, 188 attended Sunday School; 181 used tobacco; 80 had attended kindergarten; 45 had been visited at their homes by their teachers.

At the present time we have ample accommodations for all the boys. The three new cottages costing \$30,000 each, and having accommodations for 30 boys each, were opened last spring. The cottages are six in number, and named in honor of mayors of Boston: Quiney, Hart and Collins, the three new cottages, for 30 boys each; O'Brien and Phillips, for 40 boys each; Curtis, for 80 boys.

The work of the schools has been substantially the same as in the previous year, in charge of eight grade teachers and two sloyd teachers.

There being no vacation school in the summer, much of the boys' time was occupied in gardening, grading and road building. While this work as conducted had not the educative value of work usually done in vacation schools, nevertheless, it may be said that the boys' time was profitably employed, and that in all probability their health was better than if they had been confined several hours a day in hot and poorly ventilated rooms.

In general, the health of the boys has been good; we have

been free from epidemics, and have had very few cases of serious sickness.

As in previous years, the boys' teeth have been examined several times during the year, and treatment given when needed. Their eyes were tested soon after entering the school, and spectacles provided when needed.

COMMENTS BY MR. FLETCHER.

The school was visited by Mr. Fletcher, who speaks of it as follows : —

Three hundred boys are in attendance. The erection of three expensive, commodious buildings the past year should afford accommodations for a larger number of boys.

The two wooden buildings in which are the four schoolrooms are cheap structures, not well heated or ventilated.

A sloyd room in the basement of one of the new buildings has no provision for heating, and the temperature on a mild day was below 60°.

I found efficient, faithful teachers in all of the schoolrooms. The deportment, disposition, industry and interest of the pupils were commendable. The relation existing between teacher and pupils seemed to be very kind and cordial.

There is such a wide range of age, ability and knowledge among the pupils that much of the work of the teachers is like that in ungraded schools. This is not, in itself, a disadvantage, provided the real educational needs of every pupil are to be considered as paramount rather than his past or prospective standing in some grade of the public schools.

In many instances the courses of study and gradation of the city schools are a misfit for the truant boy, and any attempt to keep him up or down to grade will be a waste of time and energy of teacher and pupil, — an educational mistake. He should be given individually such instruction as his present need and future prospects seem to call for. Some boys may profitably be given grade work. Many boys should be sent to the truant school to finish their education, or to remain during the compulsory age limit, unless dismissed by recommendation of the superintendent.

A better school and home life are found here than elsewhere.

To be clean, well fed, housed and clothed are vital elements in juvenile education, and the Boston Parental School affords these conditions. Larger opportunities for industrial training in shop, garden or field should be utilized. The interest of the younger boys in "raffa" and of the older ones in sloyd, and the zest with which the ordinary school lessons were taken after the manual exercises, show that hand and head should receive training in connection.

The work done by the boys in the various departments of housekeeping is valuable.

Under the judicious management of Superintendent Dame, assisted by the officers and teachers, the school is doing a good work.

WORCESTER COUNTY TRUANT SCHOOL, OAKDALE.

FRANK L. JOHNSON, *Superintendent.*

The year 1903 has made many changes of importance in this school.

The Metropolitan Water and Sewerage Board has taken a large part of the best tillage land, which means much to our boys in their outdoor labors and pleasures. A new State road is in construction so near the school as to injure the beauty and usefulness of it. A large sewerage plant has been placed in view of the schoolrooms, and in summer the south wind brings this fact strongly to our attention.

In early summer a life-long friend of the school, Henry G. Taft, chairman of the Worcester County Commissioners, died, and his vacant place is a reminder of his kindness and good judgment. He is missed by all who knew him at the school.

Considerably more time has been spent the past year in industrial education than in any previous year. The following list of sloyd models has been accepted for a year's course of study, and upon its completion a boy is given a certificate that he has completed this course of study. Elementary sloyd: 1, the pencil sharpener; 2, the coat and hat rack; 3, the stand; 4, the swing board; 5, the teapot stand; 6, the photograph shelf; 7, the ring toss; 8, the spade; 9, the calendar book;

10, the picture frame ; 11, the handkerchief box ; 12, the toy cart. This list is the minimum work of the boy.

The summer months, July and August, are spent by the boys in the fields, gardens and woods. They work in the morning and play in the afternoon, and are most interested in their playgardens and base-ball.

The boys are left to themselves, and are individually held responsible for the conduct of the school. They are taught independence and individual actions.

The boys are educated by doing things, making things, taking care of things, and they take care of themselves, — successfully or not cannot be known until the school of life lets out.

COMMENTS BY MR. MACDONALD.

Mr. MacDonald makes the following report of his official visitation : —

At Oakdale there were 47 boys, ranging in age from nine to fifteen, of whom 31 were from the city of Worcester, — an evidence that the law is being enforced in that city.

For instruction in the common school branches these boys are arranged in three divisions, a classification as satisfactory, perhaps, as the limitation of the teaching force admits, but it necessitates the putting together of boys of widely different abilities and attainments. In the forenoon all of these boys are in charge of one regular teacher, who for two hours each afternoon for four days in the week has alternately one of the two upper divisions in sloyd, while the two other divisions continue their common school work in charge of an apprentice teacher from the normal school at Worcester. Thus the two upper divisions have sixteen hours per week in common school branches and four in sloyd ; and the lowest twenty hours per week in the common school branches. No special provisions, up to the time of my visit, had been made for this last division in manual training. The evenings are also utilized to supplement in various and efficient ways the education of the boys.

The common school instruction was on the whole fairly satisfactory ; as much so, perhaps, as conditions permit.

It required, as is to be expected, some effort on the part of the teachers to keep order ; but it was noticeable that those

requiring most attention in this respect were the boys in the lowest division, who had been the shortest time in the school, and had, as I have said, no manual training work. The deportment of the rest was excellent.

In the manual training room no effort to keep order was needed, and one would not have to observe this work long before being convinced that for cultivating attention, application and industry, it has no equal for this class of boys. I may say, too, that in connection with this work was some of the best arithmetic and perhaps language instruction that I saw in the school.

To conclude, I would say that the school seemed to me to be in excellent condition and under excellent management.

LYMAN SCHOOL FOR BOYS, WESTBOROUGH.

This school was visited by Mr. Prince, who says:—

At the time of my visit, December 2, there were but 5 boys in the school who had been committed as habitual absentees. Probably their real offence was much more serious. The present hesitation of judges to commit boys to this institution for simple truancy is justified, I believe, on the ground of possible contamination. However good the discipline might be, it would hardly be possible to prevent comparatively young and innocent boys from being injured by association with boys such as must be taken into the Lyman School. My observations at the time of my visit confirmed my previous impressions as to the excellence of discipline and instruction maintained in the school. There seems to be found comparatively little need of corporal punishment, much use being made of a credit system, which has a restraining influence upon the boys.

The course of study pursued in the school is quite good. There is a fairly liberal amount of time given to manual training, but the time given to it might possibly be spent to better advantage than it is at present, if the work were extended somewhat so as to include a variety of industries with the direct purpose of making useful objects. If this were done, the younger boys could profitably give to industrial work through-

out the year the time that is now given to it but five months of the year, — viz., twelve and one half hours a week.

The equipment of the school is quite good, including a large number of good books for reading and objects for nature study.

The work of two or three of the teachers was excellent. Perhaps all of it would have been found so if I had had more time for inspection. In some of the rooms I failed to see the practical language work which should be given in abundance in such schools as these. I thought I discovered also a tendency in some rooms to formal drill of a profitless kind, — a tendency which is too common everywhere.

I was glad to hear that great care is to be taken in the future in the selection of teachers. The personal influence of the teacher in such schools as these cannot be overestimated.

INDUSTRIAL SCHOOL FOR GIRLS, LANCASTER.

Mr. MacDonald gives the following result of his visit to this school: —

In the Industrial School for Girls at Lancaster there are nominally but 6 truants, and these are manifestly of a much lower type, intellectually and morally, than truant school boys, from which fact it would seem that girls have to be much worse than boys before the State undertakes to rescue them from their environments. It also raises the question whether there are not a good many girls for whom and for society it would be better if the State took charge of them at an earlier stage in their downward career.

It seems evident that the truant girls at Lancaster are in kind and sympathetic hands, and that everything is being done for their good that the means of the institution permits. It is difficult to see, furthermore, how they can be injured by contact with other inmates who are there for other offences, for the difference between them seems to be largely one of name; and it is probable that whatever difference morally there is between the inmates here is no greater than would be between the inmates of a school of the same size where all were held for truancy.

The girls at Lancaster have instruction fifteen hours a week in common school branches, four in sloyd, three in drawing, about twenty in sewing, and a varying amount of time in cooking and housekeeping. Here, as in the boys' schools, the education that is best liked is the kind that involves the most muscular activity and training.

The sloyd work, the sewing and the drawing are especially creditable. At the time of my visit the girls were making things to send home for Christmas presents, and their zeal in the work was unmistakable.

The girls, including all the inmates, are distributed in eight schools, over which an efficient superintendent has been appointed, who, in addition to her work of supervising, gives a model lesson each day in one of the schools. There is a special teacher of sloyd.

It seems to me that prejudice against sending truant girls to this school is not well founded.

Of all the instruction in the common school subjects that I have seen in the different truant schools, it seems to me that the most unprofitable is that phase of language known as grammar. It has been evident, as I have listened to recitations in this, that the instruction would have meant about as much to the pupils if it had been on the rules of Sanskrit. These pupils can be trained to express such thoughts as they have passably well; but when it comes to teaching them grammatical distinctions, it is well nigh a waste of time. It seems to me that if the time thus spent were used for increasing the practice in oral reading, for training in good articulation and pronunciation, and for writing letters and accounts of things the pupils know about, it would yield better results in language, and do much more for the general intelligence of the pupils.

In closing, I would reiterate what I have frequently said before, that the highest efficiency of these schools calls for greater emphasis on the manual and industrial side of education, including such branches as drawing, molding, wood carving and instrumental music. All officers and teachers in these schools agree that music is one of the most potent influences for good among their pupils, who often show surprising ability in learning to play musical instruments. More should be made of this talent.

AN ABSTRACT

OF THE

SCHOOL RETURNS MADE BY THE SCHOOL COMMITTEES
OF THE SEVERAL TOWNS AND CITIES IN
THE COMMONWEALTH

FOR

THE SCHOOL YEAR, 1902-1903.

BARNSTABLE COUNTY.

TOWNS AND CITIES.	Population—U. S. Census of 1900.	Valuation—May 1, 1902.	No. of public schools.	SCHOOL CENSUS DATA SEPT. 1, 1902.						SCHOOL MEMBERSHIP AND ATTENDANCE DATA FOR THE SCHOOL YEAR.					
				No. of persons in towns between 5 and 15 years of age.		No. of persons in towns between 7 and 14 years of age.		No. of different pupils of all ages in the public schools during the school year.	No. of different pupils within the year under 5 years of age.	No. of different pupils within the year over 15 years of age.	No. of different pupils within the year between 7 and 14 years of age.	Average membership of all the schools.	Average attendance of all the schools.	Percentage of attendance based on average membership.	ship.
Barnstable,	4,364	\$4,857,892	25	638	471	843	3	104	3	104	462	688	637	.93	
Bourne,	1,657	2,344,050	11	243	160	312	1	48	1	48	220	288	260	.90	
Brewster,	829	524,365	4	134	95	141	1	22	1	22	96	122	112	.92	
Chatham,	1,749	918,766	7	246	173	281	1	38	1	38	173	256	221	.86	
Dennis,	2,333	1,044,625	14	315	268	437	1	68	1	68	265	395	364	.92	
Eastham,	502	333,409	3	82	57	82	1	2	1	2	63	69	67	.98	
Falmouth,	3,500	7,496,289	16	467	354	492	2	78	2	78	307	472	419	.91	
Harwich,	2,334	1,127,530	13	397	293	401	2	47	2	47	266	359	326	.91	
Mashpee,	303	177,190	3	63	52	64	3	4	3	4	44	63	54	.85	
Orleans,	1,123	566,358	4	168	125	204	5	29	5	29	125	174	97	.90	
Provincetown,	4,247	1,869,410	21	811	584	893	5	78	5	78	573	788	741	.94	
Sandwich,	1,448	949,275	9	221	159	226	1	17	1	17	165	213	194	.91	
Truro,	767	365,799	4	142	95	159	1	12	1	12	102	126	114	.90	
Wellfleet,	988	953,955	4	121	99	143	1	16	1	16	99	134	124	.93	
Yarmouth,	1,682	1,817,698	9	191	149	225	1	44	1	44	124	195	175	.90	
Totals,	27,826	\$25,346,611	147	4,239	3,134	4,906	15	607	15	607	3,084	4,342	3,905	.90	

BERKSHIRE COUNTY.

Adams,	11,134	\$5,501,117	42	2,652	1,916	1,896	13	90	13	90	1,384	1,645	1,567	.95	
Alford,	272	164,887	3	41	32	50	2	4	2	4	29	34	27	.80	
Becket,	994	453,513	8	181	146	191	1	8	1	8	126	155	138	.89	

SCHOOL RETURNS.

iii

Cheshire,	1,221	694,368	7	180	128	203	-	10	131	156	137	.88
Clarksburg,	943	241,035	6	270	214	247	3	2	181	160	152	.95
Dalton,	3,014	2,819,528	18	532	368	560	-	59	324	510	458	.90
Egmont,	758	447,782	4	99	81	99	-	7	81	87	66	.76
Florida,	390	151,160	5	95	76	97	2	2	76	80	71	.89
Great Barrington,	5,854	4,400,953	31	1,028	665	1,047	19	138	627	936	843	.90
Hancock,	451	284,179	6	61	44	100	1	1	73	68	60	.88
Hinsdale,	1,485	582,962	10	258	198	288	1	13	190	248	213	.86
Lanesborough,	780	468,898	5	125	97	130	2	7	97	115	93	.81
Lee,	3,596	1,828,708	13	756	519	653	30	75	402	543	501	.90
Lenox,	2,942	4,084,292	20	519	376	658	8	62	432	563	458	.87
Monterey,	455	232,555	5	77	65	91	7	7	63	70	59	.84
Mount Washington,	122	90,862	2	26	22	26	-	-	22	22	20	.92
New Ashford,	107	53,520	1	8	6	10	-	2	6	7	6	.86
New Marlborough,	1,282	560,718	10	230	189	254	6	8	185	187	165	.88
North Adams,	24,200	13,924,609	82	4,542	3,298	3,515	142	328	2,489	3,047	2,830	.93
Otis,	476	216,117	5	77	57	86	2	2	57	70	57	.83
Parn,	253	118,724	4	60	45	49	2	2	29	34	32	.94
Pittsfield,	21,766	16,396,690	104	4,204	2,975	3,942	14	357	2,743	3,486	3,236	.93
Richmond,	679	322,544	7	131	97	167	-	15	96	117	104	.89
Sandisfield,	661	313,235	8	105	79	114	2	10	80	83	71	.85
Savoy,	506	160,195	7	92	68	106	3	2	79	88	75	.86
Sheffield,	1,804	903,155	13	280	212	365	6	42	298	246	211	.86
Stockbridge,	2,081	3,483,692	11	395	280	440	-	48	280	388	355	.92
Tyringham,	386	233,193	3	43	33	53	-	3	38	42	36	.85
Washington,	377	268,129	6	86	63	100	1	6	63	67	56	.84
West Stockbridge,	1,158	407,777	8	175	131	205	3	7	143	174	151	.87
Williamstown,	5,013	2,832,512	22	878	617	898	8	99	568	780	725	.93
Windsor,	507	198,718	7	114	76	121	2	5	94	85	78	.91
Totals,	95,667	\$62,840,327	488	18,320	13,173	16,761	273	1,449	11,486	14,293	13,081	.92

BOARD OF EDUCATION.

BARNSTABLE COUNTY — CONTINUED.

TOWNS AND CITIES.	TEACHERS AND TEACHERS' WAGES.							LENGTH OF SCHOOLING.		HIGH SCHOOLS.				
	No. of teachers re-quired by the pub-lic schools.	No. of different male teachers employed during the school year.	No. of different fe-male teachers em-ployed during the school year.	No. of teachers that have graduated from normal schools.	No. of teachers that have attended nor-mal schools.	Average wages per month of male teachers.	Average wages per month of female teachers.	Aggregate of months all the public schools have been kept during the school year.	A'vge No. of months the public schools have been kept during the year.	No. of high schools.	No. of teachers.	No. of pupils.	Length of schooling.	Principal's salary.
Barnstable,	29	10	24	23	27	\$69 69	\$42 54	212-10	8-10	2	4	109	{ 9 15 9 15	\$1,040 00
Bourne,	12	2	13	4	5	82 66	42 51	94-10	8-12	1	2	48	9-10	770 00
Brewster,	5	1	4	2	4	70 00	40 00	34-10	8-15	1	2	38	9	900 00
Chatham,	8	2	10	3	7	90 00	32 00	63	9	1	2	44	9	1,035 00
Dennis,	14	7	11	9	9	58 50	40 50	114	8-3	2	2	73	{ 9 9	812 50
Eastham,	3	4	4	1	4	—	40 00	27	9	—	—	—	—	675 00
Falmouth,	17	3	15	4	10	93 83	58 94	148-15	9-10	1	3	79	9-10	630 00
Harwich,	14	1	18	7	8	80 00	38 46	111-11	8-11	1	1	42	9-16	1,200 00
Mashpee,	3	3	3	1	4	45 00	42 00	24-15	8-5	—	—	—	—	800 00
Orleans,	7	3	6	3	3	85 00	37 50	36-12	9-3	1	2	47	9-12	—
Provincetown,	23	1	22	5	6	108 00	34 65	199-10	9-10	1	3	56	9-10	850 00
Sandwich,	10	2	12	5	7	66 91	37 11	77-10	8-12	1	2	20	9-10	1,000 00
Truro,	4	—	6	—	4	—	39 50	36	9	—	—	—	—	712 50
Wellfleet,	4	1	3	1	1	89 50	34 50	38	9-10	1	1	38	9-10	—
Yarmouth,	10	4	7	—	—	72 75	40 00	81	9	1	1	30	9	850 00
Totals,	163	38	158	68	99	\$71 72	\$40 59	1,299-3	8-16	14	25	624	9-7	1,000 00
														\$12,275 00

BERKSHIRE COUNTY — CONTINUED.

Adams,	51	6	47	23	25	\$144 88	\$45 44	392-17	9-7	1	7	144	9-18	\$1,700 00
Alford,	3	—	5	—	3	—	28 78	24-5	8-1	—	—	—	—	—
Becket,	8	—	13	2	4	—	31 00	69-3	8-13	—	—	—	—	—

SCHOOL RETURNS.

V

	7	1	7	4	5	34 66	36 00	64	9-3	1*	1	23	10	600 00
Cheshire,	7	1	7	7	5	34 66	36 00	64	9-3		1	23	10	600 00
Clarksburg,	6	1	7	6	6	40 00	38 40	51	8-10		1	64	-	-
Dalton,	18	1	17	9	9	120 00	46 00	172-10	9-11		3	64	10	1,200 00
Egremont,	4	1	4	5	2	41 33	32 44	39	9-15		-	-	-	-
Florida,	5	1	10	-	6	34 00	34 80	38	7-3		-	-	-	-
Great Barrington,	32	3	31	11	11	100 00	39 09	293-10	9-9		6	166	9-15	1,800 00
Hancock,	6	-	8	-	1	-	26 41	49-5	8-4		1	-	9	-
Hinsdale,	11	1	11	3	5	66 63	32 44	84-15	8-9		1	25	9	600 00
Lanesborough,	5	-	9	5	5	-	38 00	42-10	8-10		-	-	-	-
Lee,	18	1	19	5	5	132 90	39 88	123-5	9-9		3	81	9-9	1,250 00
Lenox,	21	1	21	16	17	110 00	42 95	196	9-16		1	73	9-16	1,100 00
Monterey,	5	1	6	2	3	28 00	26 48	38-18	7-16		-	-	-	-
Mount Washington,	2	-	1	1	2	40 00	40 00	19 10	9-15		-	-	-	-
New Ashford,	2	-	2	2	2	-	32 00	8 10	8-10		-	-	-	-
New Marlborough,	10	-	14	2	2	-	27 94	89-15	8-19		-	-	-	-
North Adams,	108	8	100	32	54	122 64	52 04	799-10	9-10		1	232	9-15	2,200 00
Otis,	5	1	7	3	3	24 00	26 00	35	7		-	-	-	-
Penn,	4	-	6	1	2	-	26 00	31 15	7-19		-	-	-	-
Pittsfield,	119	10	112	21	22	110 40	43 56	1,016-2	9-15		1	279	9-15	2,000 00
Richmond,	7	1	7	3	5	36 00	31 75	64-10	9-5		-	-	-	-
Sandisfield,	8	-	13	2	3	-	20 47	51-4	8		-	-	-	-
Savoy,	7	2	10	4	5	26 36	31 22	54-10	7-16		-	-	-	-
Sheffield,	13	1	16	6	9	62 40	33 00	108 10	9-10		1	24	9-10	594 00
Stockbridge,	15	4	15	9	12	68 83	41 83	104-10	9-10		1	75	10	1,100 00
Tyringham,	3	-	3	1	1	-	32 68	24-12	8-4		-	-	-	-
Washington,	6	-	8	2	4	-	28 05	48	8		-	-	-	-
West Stockbridge,	8	2	10	3	5	28 00	34 00	72	9		1	61	9-8	1,200 00
Williamstown,	31	5	26	10	13	70 00	39 39	198-3	9		3	-	-	-
Windsor,	7	-	11	3	2	-	24 00	56	8		-	-	-	-
Totals,	555	53	576	196	253	\$89 78	\$40 32	4,461-17	9-4		50	1,247	9-13	\$15,344 00

* Discontinued.

BARNSTABLE COUNTY — CONTINUED.

TOWNS AND CITIES.	EXPENDITURES FOR THE SUPPORT OF PUBLIC SCHOOLS.						Total expenditure for the support of public schools, being the total of the seven preceding columns.	Amount included in the total expenditure as given in the preceding column, but derived from other sources than local taxation, such as aid from the State, voluntary contributions, income from local funds, etc.	Amount raised by local taxation and expended for the support of public schools, being the expenditure for such support diminished by contributions from other sources than local taxation.
	Teachers' wages.	Conveyance of pupils.	Fuel and care of school premises.	School committee, including clerical aid and truant service.	Superintendent of schools.	Text-books and school supplies.			
Barnstable, . . .	\$15,084 64	\$2,416 94	\$2,776 48	\$196 06	\$1,300 00	\$1,098 24	\$503 41	\$3,538 82	\$19,836 95
Bourne, . . .	5,364 50	460 75	924 99	85 00	675 00	612 13	74 42	1,042 96	7,153 83
Brewster, . . .	2,138 75	407 75	208 99	97 00	249 96	227 62	28 00	653 08	2,694 99
Chatham, . . .	3,022 18	581 75	647 36	240 00	474 98	195 90	1,068 02	1,122 19	5,108 00
Dennis, . . .	5,225 00	—	849 60	185 00	990 34	483 81	123 08	1,678 41	6,178 45
Eastham, . . .	980 00	591 30	142 75	—	168 72	79 99	11 57	789 43	1,131 90
Falmouth, . . .	9,671 95	2,092 34	2,554 70	172 00	1,400 00	1,040 28	49 25	16,980 52	16,453 52
Harwich, . . .	5,125 00	188 00	979 30	138 60	799 04	588 01	52 70	1,615 31	6,265 31
Mashpee, . . .	1,115 75	—	172 20	35 00	157 15	98 73	6 00	1,584 83	996 65
Orleans, . . .	2,880 75	922 50	562 84	20 00	245 81	261 37	46 41	1,506 19	3,433 49
Provincetown, . . .	9,090 79	—	1,755 59	102 25	833 40	1,001 46	537 71	1,371 52	11,949 68
Sandwich, . . .	3,906 93	8 75	479 84	10 00	675 00	543 63	38 39	1,300 58	4,361 96
Truro, . . .	1,637 00	—	370 25	91 50	41 64	367 33	62 48	1,017 44	1,552 76
Wellfleet, . . .	2,196 19	465 00	317 13	88 05	182 53	248 08	82 49	773 85	2,805 62
Yarmouth, . . .	5,420 00	725 00	464 00	115 00	241 00	339 62	367 00	2,977 15	4,694 47
Totals, . . .	\$72,799 43	\$8,860 08	\$13,206 02	\$1,575 46	\$8,434 57	\$7,196 23	\$3,050 93	\$20,502 11	\$94,620 61

BERKSHIRE COUNTY — CONTINUED.

Adams, . . .	\$25,958 26	\$164 90	\$5,021 28	\$250 00	\$2,200 00	\$1,979 12	\$2,167 98	\$37,741 54	\$37,741 54
Alford, . . .	778 00	—	44 23	35 25	122 72	178 89	—	1,159 09	332 68
Becket, . . .	2,780 80	180 50	113 62	59 60	426 62	288 87	108 47	1,244 69	2,713 79

SCHOOL RETURNS.

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Cheshire, . . .	2,436 00	298 15	571 36	50 00	450 00	278 46	137 68	4,221 65	1,084 15	3,137 50
Clarksburg, . .	1,972 00	-	204 45	53 00	333 33	172 88	27 10	2,822 76	1,880 00	1,942 76
Dalton, . . .	9,489 40	228 00	2,504 29	220 00	1,050 00	947 53	746 02	15,185 26	1,169 76	14,015 50
Egrement, . . .	2,457 83	-	214 47	35 00	112 50	95 63	18 73	2,934 16	1,877 21	1,056 95
Florida, . . .	1,275 70	140 00	71 00	-	185 37	108 82	18 88	1,799 77	1,085 10	714 67
Great Barrington, .	14,129 38	1,089 40	1,986 14	265 00	1,200 00	1,457 34	676 33	20,803 55	2,624 40	18,179 19
Hancock, . . .	1,302 50	-	108 40	47 50	166 67	105 10	13 75	1,743 92	630 82	1,093 10
Hinsdale, . . .	3,503 90	-	371 27	-	504 81	230 65	8 00	4,618 61	1,050 07	3,568 57
Lanesborough, . .	1,610 00	55 15	220 50	98 00	277 76	90 07	83 42	2,434 90	544 76	1,890 14
Lee, . . .	7,857 10	617 96	1,932 34	356 00	730 80	1,202 18	442 39	13,138 77	1,537 66	11,601 11
Lenox, . . .	10,289 25	279 00	2,561 09	302 00	800 03	1,129 41	279 25	15,630 03	1,149 00	15,460 03
Monterey, . . .	1,560 50	251 00	92 75	58 70	342 00	70 79	51 91	2,427 65	1,278 65	1,278 65
Mt. Washington, .	776 00	-	41 00	37 50	75 00	50 22	70 38	1,050 10	817 18	232 92
New Ashford, . . .	272 00	-	19 00	36 00	55 56	21 22	11 06	414 81	272 00	142 84
New Marlborough, .	2,687 60	200 00	217 96	91 50	462 00	156 99	47 69	3,863 71	941 95	2,921 79
North Adams, . .	57,966 74	760 00	10,124 00	1,850 00	2,850 00	5,001 51	1,000 00	79,552 25	-	79,552 25
Otis, . . .	1,144 00	295 75	83 35	23 75	310 00	125 23	134 78	2,116 86	991 81	1,125 05
Peru, . . .	845 00	114 50	39 75	30 00	173 05	70 20	29 74	1,302 25	803 03	499 22
Pittsfield, . . .	59,698 71	440 00	15,247 89	1,518 00	2,300 00	7,260 20	1,383 81	87,848 61	-	87,848 61
Richmond, . . .	2,106 00	-	258 36	35 95	412 84	292 80	12 90	3,118 85	1,585 97	1,532 88
Sandisfield, . . .	1,728 55	88 70	108 00	116 47	-	51 88	17 17	2,110 77	747 40	1,363 37
Savoy, . . .	1,700 50	135 00	52 65	63 50	346 16	115 98	6 00	2,419 79	1,061 56	1,358 23
Sheffield, . . .	4,041 00	204 30	448 90	80 75	540 00	650 22	361 11	6,335 28	897 07	5,438 21
Stockbridge, . . .	7,131 76	1,197 79	990 71	225 00	500 00	702 91	196 33	10,944 50	435 72	10,508 78
Tyringham, . . .	1,010 00	232 75	96 55	30 00	187 20	104 59	-	1,691 09	939 81	751 28
Washington, . . .	1,465 60	106 50	91 65	-	185 35	297 57	95 51	2,242 21	1,242 21	1,000 00
West Stockbridge, .	2,376 00	68 80	271 44	36 50	390 93	190 93	146 17	3,480 77	1,319 93	2,160 84
Williamstown, . .	11,284 78	134 00	2,831 08	138 00	1,200 00	1,212 49	407 91	17,208 26	345 00	16,863 26
Windsor, . . .	1,664 00	135 00	56 00	35 00	403 85	110 00	14 00	2,417 85	1,410 59	1,007 26
Totals, . . .	\$246,328 86	\$7,417 15	\$47,045 48	\$6,177 97	\$19,303 56	\$24,750 71	\$8,714 53	\$358,738 26	\$29,705 26	\$329,033 00

BARNSTABLE COUNTY — CONTINUED.

TOWNS AND CITIES.	EXPENDITURES FOR SCHOOL BUILDINGS.				Amount included in the total expenditure for school buildings as given in the preceding column.	Amount raised by local taxation and expended for school buildings.	Amount raised by local taxation and expended for school buildings, that is, for all school purposes.	LOCAL FUNDS WHOSE INCOME MUST BE APPROPRIATED TO THE PUBLIC SCHOOLS.		Log tax and other income voluntarily appropriated to the public schools.
	New school-houses.	Alterations and permanent repairs.	Ordinary repairs.					Principal.	Income.	
Barnstable,	-	-	\$1,028 45	\$1,028 45	\$1,028 45	\$1,028 45	\$20,865 40	\$10,233 00	\$503 32	\$501 80
Bourne,	-	-	216 98	216 98	216 98	216 98	7,370 81	-	-	-
Brewster,	-	-	89 04	89 04	89 04	89 04	2,784 03	-	-	112 60
Chatham,	-	\$500 00	100 00	600 00	600 00	600 00	5,708 00	-	-	108 00
Dennis,	-	-	460 69	460 69	460 69	460 69	6,639 14	-	-	144 95
Eastham,	-	-	115 50	115 50	115 50	115 50	1,250 40	-	-	-
Falmouth,	-	-	1,149 86	1,149 86	1,149 86	1,149 86	17,603 38	10,000 00	527 00	-
Harwich,	-	-	484 48	484 48	484 48	484 48	6,749 82	1,000 00	35 00	257 90
Mashpee,	-	-	2 19	2 19	2 19	2 19	998 84	-	-	65 60
Orleans,	-	-	149 70	149 70	149 70	149 70	3,583 19	-	-	95 70
Provincetown,	-	-	629 21	629 21	629 21	629 21	12,578 89	-	-	-
Sandwich,	-	-	277 78	277 78	277 78	277 78	4,639 74	-	-	206 35
Truro,	-	-	175 90	175 90	175 90	175 90	1,728 66	-	-	62 70
Wellfleet,	-	-	175 14	175 14	175 14	175 14	2,980 76	-	-	63 80
Yarmouth,	-	-	462 28	462 28	462 28	83 65	4,778 12	15,000 00	900 00	177 40
Totals,	-	\$500 00	\$5,517 20	\$6,017 20	\$378 63	\$5,638 57	\$100,259 18	\$36,233 00	\$1,965 32	\$1,856 80

BERKSHIRE COUNTY — CONTINUED.

Adams,	-	\$4,892 93	\$558 00	\$5,450 93	-	\$5,450 93	\$43,192 47	-	-	-
Alford,	-	-	-	-	-	-	332 68	-	-	-
Becket,	-	-	12 05	12 05	-	12 05	2,725 84	-	-	\$70 85

SCHOOL RETURNS.

ix

Cheshire, . . .	-	280 81	-	280 81	3,418 31	-	-	90 82
Clarksburg, . . .	\$226 00	75 94	-	301 94	2,244 70	-	-	-
Dalton, . . .	-	625 89	-	625 89	14,641 39	-	-	-
Egremont, . . .	-	88 42	-	88 42	1,145 37	-	-	79 17
Florida, . . .	-	14 65	-	14 65	729 32	-	-	-
Great Barrington, . . .	-	785 77	-	785 77	18,964 96	-	-	-
Hancock, . . .	-	24 83	-	24 83	1,117 93	\$200 00	\$12 00	-
Hinsdale, . . .	881 35	68 54	\$2 32	947 57	4,516 14	1,000 00	50 00	-
Lanesborough, . . .	-	76 55	-	76 55	1,963 69	365 00	-	-
Lee, . . .	63 11	649 10	-	712 21	12,313 32	-	-	-
Lenox, . . .	11,367 00	1,414 62	-	12,781 62	28,241 65	-	-	-
Monterey, . . .	-	86 41	-	86 41	1,365 06	100 00	6 00	47 39
Mount Washington, . . .	-	-	-	-	232 92	-	-	13 69
New Ashford, . . .	53 49	-	-	53 49	196 33	-	-	-
New Marlborough, . . .	20 53	82 94	-	103 47	3,025 26	-	-	147 56
North Adams, . . .	2,090 00	1,500 00	-	3,590 00	83,142 25	-	-	629 90
Otis, . . .	222 50	-	-	222 50	1,347 55	-	-	43 47
Peru, . . .	46 25	1 50	-	47 75	546 97	-	-	-
Pittsfield, . . .	2,167 99	4,005 16	-	6,173 15	94,021 79	-	-	-
Richmond, . . .	-	219 78	-	219 78	1,752 66	-	-	30 69
Sandisfield, . . .	19 00	10 74	-	29 74	1,393 11	1,290 00	77 40	70 66
Savoy, . . .	-	38 47	-	38 47	1,396 70	1,297 00	77 82	70 66
Sheffield, . . .	123 72	121 06	-	244 78	5,682 99	1,241 22	77 31	146 43
Stockbridge, . . .	561 76	369 80	-	931 56	11,440 34	-	-	-
Tyringham, . . .	313 14	-	-	313 14	1,064 42	-	-	33 49
Washington, . . .	231 39	36 28	-	267 67	1,267 67	-	-	47 39
West Stockbridge, . . .	177 65	-	-	177 65	2,338 49	-	-	-
Williamstown, . . .	-	1,036 33	-	1,036 33	17,899 59	375 00	22 50	59 80
Windsor, . . .	128 63	-	-	128 63	1,135 89	-	-	-
Totals, . . .	\$226 00	\$12,183 64	\$2 32	\$35,767 76	\$364,800 76	\$5,868 22	\$323 03	\$1,581 97

SCHOOL RETURNS.

[illegible]

BOARD OF EDUCATION.

BRISTOL COUNTY.

TOWNS AND CITIES.	SCHOOL CENSUS DATA SEPT. 1, 1902.		SCHOOL MEMBERSHIP AND ATTENDANCE DATA FOR THE SCHOOL YEAR.									
	Population - U. S. Census of 1900.	Valuation - May 1, 1902.	No. of public schools.	No. of persons in towns between 5 and 15 years of age.	No. of persons in towns between 7 and 14 years of age.	No. of different pu- pls within the school year.	No. of different pu- pls within the year under 5 years of age.	No. of different pu- pls within the year over 15 years of age.	No. of different pu- pls within the year between 7 and 14 years of age.	Average member- ship of all the schools.	Average attendance of all the schools.	Percentage of at- tendance based on average member- ship.
Acushnet,	1,221	\$641,890	7	234	152	181	5	4	129	155	139	.90
Attleborough,	11,335	8,544,845	51	2,047	1,492	2,391	86	129	1,624	1,948	1,802	.93
Berkley,	949	440,315	7	174	131	174	5	7	131	155	138	.89
Dartmouth,	3,669	2,701,725	22	616	459	622	10	15	421	517	450	.87
Dighton,	1,802	820,631	12	299	215	335	8	7	243	264	238	.90
Easton,	4,837	4,819,368	32	923	642	1,094	81	90	642	1,014	943	.93
Fairhaven,	3,567	2,491,545	15	699	462	674	9	67	405	604	541	.90
Fall River,	104,863	75,394,297	282	21,442	15,397	15,478	296	802	10,748	12,854	11,794	.92
Freetown,	1,394	808,205	8	279	199	277	2	6	196	220	198	.90
Mansfield,	4,006	2,042,034	18	722	514	808	1	82	502	727	659	.91
New Bedford,	62,442	62,561,811	212	11,840	8,304	9,447	94	656	6,206	8,104	7,501	.93
North Attleborough,	7,253	3,974,085	36	1,188	873	1,335	2	111	897	1,200	1,102	.92
Norton,	1,826	927,500	10	291	244	294	7	16	197	235	198	.84
Raynham,	1,540	724,568	8	239	171	250	2	4	189	213	195	.92
Rehoboth,	1,810	760,640	14	290	207	331	20	15	199	267	226	.85
Seekonk,	1,673	1,007,260	9	269	187	288	3	9	206	222	191	.86
Somerset,	2,241	1,060,465	10	432	329	419	10	1	318	370	339	.92
Swansea,	1,645	1,069,165	11	273	188	280	2	6	215	241	213	.88
Taunton,	31,036	21,172,562	131	4,985	3,757	4,812	-	359	3,363	4,509	4,274	.95
Westport,	2,890	1,591,500	16	495	368	489	7	18	348	388	330	.85
Totals,	252,029	\$193,554,411	911	47,737	34,291	39,979	649	2,404	27,182	34,207	31,471	.92

SCHOOL RETURNS.

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DUKES COUNTY.

Chilmark, . . .	324	\$234,040	2	41	33	41	-	4	24	29	27	.93
Cottage City, . .	1,100	1,662,975	6	177	124	200	-	19	136	170	161	.95
Edgartown, . . .	1,209	804,312	5	136	104	171	-	39	100	147	133	.90
Gay Head, . . .	173	34,596	1	41	30	46	-	5	30	40	34	.85
Gosnold, . . .	164	239,610	1	18	14	20	-	2	14	20	15	.75
Tisbury, . . .	1,149	1,045,942	6	142	113	166	-	23	100	150	142	.95
West Tisbury, . .	442	396,128	3	50	36	62	1	8	36	52	47	.91
Totals, . . .	4,561	\$4,417,603	24	605	454	706	1	100	440	608	559	.92

BRISTOL COUNTY — CONTINUED.

TOWNS AND CITIES.	TEACHERS AND TEACHERS' WAGES.							LENGTH OF SCHOOLING.		HIGH SCHOOLS.				
	No. of teachers re-quired by the pub-lic schools.	No. of different male teachers employed during the school year.	No. of different fe-male teachers em-ployed during the school year.	No. of teachers that have graduated from normal schools.	No. of teachers that have attended nor-mal schools.	Average wages per month of male teachers.	Average wages per month of female teachers.	Aggregate of months all the public schools have been kept during the school year.	Ave No. of months the public schools have been kept during the year.	No. of high schools.	No. of teachers.	No. of pupils.	Length of schooling.	Principal's salary.
Acushnet, . . .	8	-	12	2	3	\$101 00	\$34 75	63-4	9-1	1	7	149	9-15	\$1,750 00
Attleborough, . .	66	5	71	28	51	44 76	44 76	491-14	9-14	-	-	-	-	-
Berkley, . . .	7	1	10	4	4	34 00	32 28	59-10	8-10	-	-	-	-	-
Dartmouth, . . .	26	1	33	5	9	40 00	31 50	188-1	8-19	3	3	21	{ 9-12 9-12 9-12	480 00 528 00 528 00
Dighton, . . .	12	-	15	1	1	-	34 96	103-16	8-13	-	-	-	-	-
Easton, . . .	33	3	32	7	9	121 25	46 88	313	9-17	1	4	125	10	1,500 00
Fairhaven, . . .	20	1	24	11	12	100 00	42 66	140-15	9-7	1	3	70	9-15	1,000 00
Fall River, . . .	359	24	349	62	70	133 72	50 77	2,820	10	1	23	649	10	3,000 00
Freetown, . . .	8	-	12	6	8	-	35 00	71-5	8-18	-	-	-	-	-
Mansfield, . . .	20	4	26	5	9	92 96	42 88	155-17	8-13	1	3	98	9-13	1,200 00
New Bedford, . .	238	15	236	162	168	186 11	66 47	1,932-9	9-2	1	16	477	9-18	2,750 00
North Attleborough, .	39	1	40	19	27	100 00	44 58	372-13	9-2	1	4	119	9-9	1,800 00
Norton, . . .	11	1	13	8	8	60 00	38 00	85-10	9-10	-	-	-	-	-
Raynham, . . .	8	-	9	5	6	-	37 87	69-1	8-12	-	-	-	-	-
Rehoboth, . . .	14	-	18	1	3	-	18 00	110-15	7-18	-	-	-	-	-
Seekonk, . . .	9	-	11	3	4	-	33 48	80-1	8-18	-	-	-	-	-
Somerset, . . .	10	-	12	2	3	-	36 20	87-10	8-15	-	-	-	-	-
Swansea, . . .	11	1	11	4	5	36 00	33 08	98-15	8-19	-	-	-	-	-
Taunton, . . .	142	12	130	29	55	127 19	54 96	1,214-9	9-9	1	12	453	9-14	2,000 00
Westport, . . .	16	2	20	-	1	40 00	31 00	152-18	8-19	1	1	9	10	500 00
Totals, . . .	1,057	71	1,084	364	456	\$129 82	\$50 57	8,614-3	9-9	12	76	2,170	9-15	\$17,036 00

SCHOOL RETURNS.

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DUKES COUNTY — CONTINUED.

Chilmark, . . .	2	-	2	1	2	-	\$38 00	16	8	-	-	-	-
Cottage City, . .	7	1	6	2	3	\$75 00	42 50	52-16	8-16	8-16	25	8-16	\$675 00
Edgartown, . . .	6	2	6	-	3	65 00	37 60	44	8-16	8-16	36	9	585 00
Gay Head, . . .	2	1	1	-	2	40 00	33 00	8	8	-	-	-	-
Gosnold, . . .	1	1	1	-	-	-	40 00	9	9	-	-	-	-
Tisbury, . . .	6	1	5	2	3	70 00	42 00	43-6	8-14	8-13	24	8-13	450 00
West Tisbury, . .	4	-	6	1	1	-	37 50	26-8	9-9	-	-	-	-
Totals, . . .	28	5	27	6	11	\$63 00	\$39 42	199-10	8-6	5	85	8-16	\$1,710 00

BOARD OF EDUCATION.

BRISTOL COUNTY — CONTINUED.

TOWNS AND CITIES.	EXPENDITURES FOR THE SUPPORT OF PUBLIC SCHOOLS.							Total expenditure for the support of public schools, being the total of seven preceding columns.	Amount included in the total expenditure as given in the preceding column, but derived from other sources than local taxation, such as aid from the State, voluntary contributions, income from local funds, etc.	Amount raised by local taxation and expended for the support of public schools, being the total expenditure for such contributions from other sources than local taxation.
	Teachers' wages.	Conveyance of pupils.	Fuel and care of school premises.	School committee, including clerical aid and truant service.	Superintendent of schools.	Text-books and school supplies.	School sundries.			
Acushnet, . . .	\$3,066 36	-	\$210 15	\$77 00	\$275 00	\$138 33	\$55 60	\$3,822 44	\$645 81	\$3,176 63
Attleborough, . . .	31,637 78	\$1,145 50	7,339 29	640 25	1,850 00	3,524 01	7,843 63	53,980 46	1,975 25	52,005 21
Berkley, . . .	1,692 50	60 00	251 44	221 81	150 00	134 78	20 00	2,530 03	663 25	1,866 78
Dartmouth, . . .	7,437 63	814 50	1,224 38	51 25	750 00	529 24	201 59	11,008 59	1,354 51	9,654 08
Dighton, . . .	3,482 73	-	447 50	24 50	312 50	165 67	50 00	4,482 90	917 44	3,565 46
Easton, . . .	17,810 00	1,371 45	2,849 62	75 00	1,500 00	1,893 93	1,588 59	27,088 59	7,248 88	19,839 71
Fairhaven, . . .	8,440 25	697 25	2,542 63	168 75	900 00	519 12	903 00	14,170 90	1,442 69	12,728 21
Fall River, . . .	217,006 98	723 60	54,726 86	5,045 12	3,300 00	15,171 89	7,476 69	308,451 14	7,053 62	296,397 52
Freetown, . . .	3,204 38	97 00	370 83	98 40	400 00	289 60	25 00	4,484 61	757 26	3,727 35
Mansfield, . . .	9,380 00	409 13	1,902 93	190 00	660 00	1,682 07	369 95	14,594 08	1,445 27	13,148 81
New Bedford, . . .	161,134 51	409 45	27,875 01	3,439 66	3,500 40	11,400 19	15,165 74	222,924 96	2,159 08	220,765 88
No. Attleborough, Norton, . . .	18,027 50	-	4,332 18	175 50	1,800 00	1,769 36	1,456 69	27,561 23	-	27,561 23
Raynham, . . .	4,853 10	450 61	529 98	3 90	650 00	296 78	25 00	6,809 37	1,524 54	5,284 83
Rehoboth, . . .	3,379 90	360 00	331 32	110 00	300 00	252 16	135 07	4,868 45	653 02	4,215 43
Seekonk, . . .	4,328 71	98 00	244 16	-	337 50	281 18	122 13	5,411 68	444 76	4,966 92
Somerset, . . .	2,812 20	5 00	337 49	136 00	458 33	249 84	16 00	4,014 86	1,051 52	2,963 34
Swansea, . . .	5,697 00	758 70	467 69	147 92	320 04	313 30	106 07	7,810 72	728 92	7,081 80
Taunton, . . .	4,350 16	25 00	473 03	6 00	424 98	254 66	171 55	5,705 38	976 95	4,728 43
Tannton, . . .	84,190 48	1,568 15	14,406 36	800 08	2,400 00	8,500 58	3,826 99	115,692 64	3,627 57	112,065 07
Westport, . . .	5,207 50	337 75	264 69	161 36	750 00	239 56	139 30	7,100 16	969 76	6,130 40
Totals, . . .	\$597,139 67	\$9,331 09	\$121,127 44	\$11,572 00	\$21,038 75	\$47,605 65	\$39,698 59	\$847,513 19	\$35,640 10	\$811,873 09

SCHOOL RETURNS.

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DUKES COUNTY — CONTINUED.

Chilmark, . . .	\$722 66	\$220 00	\$61 70	\$42 00	\$157 05	\$51 79	\$6 25	\$1,261 25	\$637 10	\$624 15
Cottage City, . .	3,006 35	252 00	767 37	107 33	392 65	190 84	118 98	4,835 52	412 50	4,423 02
Edgartown, . . .	2,277 00	396 50	313 52	80 00	387 50	401 74	230 93	4,087 19	512 50	3,574 69
Gay Head, . . .	584 00	-	31 50	20 00	50 00	76 84	130 53	892 87	769 13	123 74
Gosnold, . . .	360 00	120 00	41 45	41 25	-	41 26	38 18	642 14	442 14	200 00
Tisbury, . . .	2,604 58	161 50	503 75	50 50	288 32	307 41	176 98	4,093 04	579 91	3,513 13
West Tisbury, . .	1,290 00	-	229 60	20 00	319 92	123 70	31 00	2,014 22	1,000 00	1,014 22
Totals, . . .	\$10,844 59	\$1,150 00	\$1,948 69	\$361 08	\$1,595 44	\$1,193 58	\$732 85	\$17,826 23	\$4,353 28	\$13,472 95

BRISTOL COUNTY — CONTINUED.

TOWNS AND CITIES.	EXPENDITURES FOR SCHOOL BUILDINGS.			Total expenditure for school buildings, being the total of the three preceding columns.	Amount included in the total expenditure for school buildings as given in the preceding column, but derived from other sources than local taxation.	Amount raised by local taxation and expended for school buildings.	Amount raised by local taxation and expended for support of the public schools and for school buildings, that is, for all school purposes.	LOCAL FUNDS WHOSE INCOME MUST BE APPROPRIATED TO THE PUBLIC SCHOOLS.		Dog tax and other income voluntarily appropriated to the public schools.
	New school-houses.	Alterations and permanent repairs.	Ordinary repairs.					Principal.	Income.	
Acushnet,	-	\$149 01	\$163 57	\$312 58	-	\$312 58	\$3,489 21	-	-	\$229 77
Attleborough,	-	-	2,388 00	2,388 00	-	2,388 00	54,393 21	-	-	1,162 86
Berkley,	-	37 50	206 97	244 47	-	244 47	2,111 25	-	-	-
Dartmouth,	-	37 20	192 34	229 54	-	229 54	9,883 62	\$2,000 00	\$74 12	518 93
Dighton,	-	117 02	166 57	283 59	-	283 59	3,849 05	100,000 00	7,148 88	150 58
Falton,	-	-	1,298 38	1,298 38	-	1,298 38	21,138 09	-	-	811 97
Fairhaven,	-	-	522 72	522 72	-	522 72	13,250 93	-	-	527 25
Fall River,	-	8,051 30	-	8,051 30	-	8,051 30	304,448 82	50,000 00	2,517 12	-
Freetown,	-	104 47	127 53	232 00	-	232 00	3,959 35	-	-	213 68
Mansfield,	-	-	405 38	405 38	-	405 38	13,554 19	-	-	531 51
New Bedford,	-	36,366 61	7,210 34	43,576 95	-	43,576 95	264,342 83	5,100 00	3,050 00	776 89
North Attleborough,	-	6,997 14	1,244 55	8,241 69	\$1,600 00	6,641 69	34,202 92	-	-	855 61
Norton,	\$13,046 97	-	164 91	13,211 88	800 00	12,411 88	17,696 71	5,284 83	-	-
Raynham,	-	-	11 65	11 65	-	11 65	4,227 08	-	-	-
Rehoboth,	-	392 78	67 53	460 31	-	460 31	5,427 23	-	-	426 24
Seekonk,	-	200 03	139 03	339 06	-	339 06	3,302 40	8,476 00	339 04	381 84
Somerset,	-	-	197 83	197 83	-	197 83	7,279 63	-	-	114 13
Swansea,	-	185 24	24 72	209 96	-	209 96	4,938 39	-	-	388 39
Taunton,	-	-	5,934 73	5,934 73	-	5,934 73	117,999 80	-	-	-
Westport,	-	621 81	458 48	1,080 29	-	1,080 29	7,210 69	-	-	367 25
Totals,	\$13,046 97	\$53,260 11	\$20,925 23	\$87,232 31	\$2,400 00	\$84,832 31	\$896,705 40	\$170,860 83	\$13,139 16	\$7,456 90

DUKES COUNTY — CONTINUED.

Chilmark, . . .	\$197 07	\$5 99	\$203 06	-	\$827 21	-	\$10 40
Cottage City, . .	311 58	56 75	368 33	-	4,791 35	-	68 66
Edgartown, . . .	-	152 17	152 17	-	3,726 86	-	-
Gay Head, . . .	-	-	-	-	123 74	-	-
Gosnold, . . .	-	-	-	-	200 00	-	-
Tisbury, . . .	-	201 13	201 13	-	3,714 26	-	79 42
West Tisbury, . .	-	-	-	-	1,014 22	-	-
Totals, . . .	\$508 65	\$416 04	\$924 69	-	\$14,397 64	-	\$158 48

BOARD OF EDUCATION.

BRISTOL COUNTY — CONCLUDED.

TOWNS AND CITIES.	Town's share of school fund income paid Jan. 25, 1903.	Amount of voluntary contributions expended on the public schools but not included in expenditures by the town or city.	ACADEMIES AND PRIVATE SCHOOLS.				ESTIMATED AMOUNT OF TUITION PAID IN —		FUNDS WHOSE INCOME MUST BE APPROPRIATED TO ACADEMIES OR PRIVATE SCHOOLS.	
			No. of academies.	No. of different academy pupils attending during the year.	No. of private schools.	No. of different private school pupils attending during the year.	Academies.	Private schools.	Principal.	Income.
Acushnet,	\$395 81	\$7 50	1	1	2	30	-	\$1,000 00	-	-
Attleborough,	-	1,225 00	-	-	-	-	-	-	-	-
Berkley, .	626 34	-	-	-	-	-	-	-	-	-
Dartmouth,	294 76	-	-	-	-	-	-	-	-	-
Dighton,	526 34	-	-	-	-	-	-	-	-	-
Easton, .	-	-	-	-	-	-	-	-	-	-
Fairhaven,	294 76	24,000 00	-	-	14	5,065	\$7,125 00	9,950 00	\$6,000 00	-
Fall River,	-	-	4	1,578	-	-	-	-	-	-
Freetown,	444 76	-	-	-	-	-	-	-	-	-
Mansfield,	294 76	15 00	1	53	12	3,641	6,500 00	9,100 00	-	-
New Bedford,	-	250 00	1	125	-	-	10,000 00	-	82,095 00	\$3,176 13
North Attleborough,	-	-	-	-	-	-	-	-	-	-
Norton, .	526 34	-	-	-	-	-	-	-	-	-
Raynham,	444 76	-	-	-	-	-	-	-	-	-
Rehoboth,	444 76	-	-	-	-	-	-	-	-	-
Seekonk,	295 81	-	-	-	-	-	-	-	-	-
Somerset,	426 34	-	-	-	-	-	-	-	-	-
Swansea,	444 76	-	-	-	-	-	-	-	-	-
Taunton,	-	-	1	50	1	690	2,200 00	-	-	-
Westport,	344 76	-	-	-	-	-	-	-	-	-
Totals,	\$5,805 06	\$25,497 50	7	1,806	29	9,426	\$25,825 00	\$20,050 00	\$88,095 00	\$3,176 13

SCHOOL RETURNS.

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DUKES COUNTY — CONCLUDED.

[illegible]

BOARD OF EDUCATION.

ESSEX COUNTY.

TOWNS AND CITIES.	Population - U. S. Census of 1900.	Valuation - May 1, 1902.	No. of public schools.	SCHOOL CENSUS DATA SEPT. 1, 1902.		SCHOOL MEMBERSHIP AND ATTENDANCE DATA FOR THE SCHOOL YEAR.								Percentage of at- tendance based on average member- ship.
				No. of persons in towns between 5 and 15 years of age.	No. of persons in and 14 years of age.	No. of different pu- pls within the year under 5 years of age.	No. of different pu- pls within the year between 5 and 14 years of age.	No. of different pu- pls within the year between 15 and 19 years of age.	Average member- ship of all the schools.	Average attendance of all the schools.				
Amesbury,	9,473	\$5,154,217	30	1,640	1,137	1,109	3	104	701	988	920	.93		
Andover,	6,813	5,499,676	32	980	711	1,171	95	117	786	1,178	1,102	.94		
Beverly,	13,884	17,466,275	68	2,473	1,748	2,777	-	245	1,723	2,312	2,144	.93		
Boxford,	704	892,188	5	106	79	96	3	-	78	87	80	.93		
Danvers,	8,542	5,310,685	33	1,460	1,036	1,588	30	158	944	1,434	1,299	.91		
Essex,	1,663	1,007,960	9	350	243	346	4	25	237	311	285	.92		
Georgetown,	1,900	975,695	10	283	198	293	5	9	198	262	234	.89		
Gloucester,	26,121	18,172,801	104	4,421	3,092	4,986	76	568	3,215	4,626	4,443	.96		
Groveland,	2,376	971,461	14	396	293	470	-	40	292	433	412	.95		
Hamilton,	1,614	2,513,185	8	253	177	260	1	6	184	215	207	.96		
Haverhill,	37,175	26,616,557	134	6,099	4,144	5,552	59	729	3,380	4,888	4,510	.92		
Ipswich,	4,658	3,488,595	19	785	506	809	10	76	549	725	657	.91		
Lawrence,	62,559	41,680,738	186	11,462	7,751	8,042	97	584	5,531	7,164	6,763	.94		
Lynn,	68,513	52,759,481	250	11,019	7,822	11,851	-	960	6,815	9,674	8,839	.91		
Lynnfield,	888	717,418	4	109	68	108	2	1	77	86	78	.91		
Manchester,	2,522	9,104,318	13	399	279	424	-	63	273	392	366	.93		
Marblehead,	7,582	6,896,780	33	1,037	746	1,272	52	74	761	1,166	1,060	.91		
Merrimac,	2,131	1,266,165	13	366	249	414	2	63	214	388	359	.92		
Methuen,	7,512	4,912,417	35	1,594	1,104	1,437	6	105	945	1,282	1,193	.93		
Middleton,	839	575,672	3	123	96	129	2	2	92	108	95	.88		
Nahant,	1,152	5,215,866	4	105	80	128	-	23	80	118	98	.83		
Newbury,	1,601	1,136,685	7	194	146	225	-	3	172	199	174	.88		
Newburyport,	14,478	10,330,215	43	2,483	1,752	2,062	-	204	1,561	1,745	1,600	.91		
North Andover,	4,243	5,089,719	21	823	565	853	9	42	572	740	694	.94		
Peabody,	11,523	8,021,413	50	2,076	1,496	1,953	29	192	1,283	1,786	1,547	.87		

SCHOOL RETURNS.

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Rockport,	.	.	4,592	2,786,731	19	816	564	823	-	69	525	766	734	.96
Rowley,	.	.	1,391	731,348	7	213	142	206	5	-	140	183	170	.93
Salem,	.	.	35,956	28,402,859	117	6,198	4,479	5,037	206	697	2,781	4,526	4,189	.93
Salisbury,	.	.	1,558	713,285	8	280	196	299	7	8	-	242	218	.90
Saugus,	.	.	5,084	3,799,962	27	1,104	784	1,224	7	130	785	1,127	1,030	.91
Swampscott,	.	.	4,548	6,507,539	18	675	463	778	3	95	477	671	610	.91
Topsfield,	.	.	1,030	957,855	4	125	98	146	-	22	83	109	97	.89
Wenham,	.	.	847	1,908,385	5	153	119	131	1	4	87	120	110	.92
West Newbury,	.	.	1,558	1,055,228	9	229	158	242	1	10	158	210	190	.90
Totals,	.	.	357,030	\$282,619,394	1,342	60,829	42,521	57,261	715	5,427	35,699	50,261	46,507	.93

ESSEX COUNTY — CONTINUED.

TOWNS AND CITIES.	TEACHERS AND TEACHERS' WAGES.							LENGTH OF SCHOOLING.		HIGH SCHOOLS.				
	No. of teachers re-quired by the pub-lic schools.	No. of different male teachers employed during the school year.	No. of different fe-male teachers em-ployed during the school year.	No. of teachers that have graduated from normal schools.	No. of teachers that have attended nor-mal schools.	Average wages per month of male teachers.	Average wages per month of female teachers.	Aggregate of months all the public schools have been kept during the school year.	Avg No. of months the public schools have been kept during the year.	No. of high schools.	No. of teachers.	No. of pupils.	Length of schooling.	Principal's salary.
Amesbury,	36	2	37	7	9	\$110 00	\$44 12	292-15	9-15	1	6	134	10	\$1,500 00
Andover,	44	3	44	16	22	129 73	50 93	290-1	9-1	1*	7	123	9-2	1,800 00
Beverly,	75	6	79	23	32	119 16	52 72	680	10	1	12	306	10	1,800 00
Boxford,	5	-	8	5	6	-	40 80	47-10	9-10	1+	1	22	8-15	1,000 00
Danvers,	40	3	39	16	19	125 00	46 84	314-5	9-10	1	7	204	10	1,600 00
Essex,	11	3	11	4	4	85 00	30 70	76	9-12	1	3	32	8-15	850 00
Georgetown,	10	-	10	7	7	-	37 00	83-9	8-7	1	3	62	10	1,500 00
Gloucester,	127	6	123	20	24	146 00	44 90	967-4	9-6	1	15	433	9-12	2,300 00
Groveland,	15	1	14	10	10	100 00	35 43	119-11	8-11	1	2	69	9-10	1,000 00
Hamilton,	8	-	8	2	2	-	43 00	74	9-5	-	-	-	-	-
Haverhill,	164	11	167	29	37	129 50	57 30	1,273	9-10	1	19	567	9-12	2,300 00
Ipswich,	23	2	25	7	8	180 00	40 00	179	9-8	1	3	83	9-10	1,800 00
Lawrence,	239	15	228	33	50	148 58	52 51	1,790-5	9-12	1	25	637	10	2,500 00
Lynn,	262	22	260	79	105	161 11	60 31	2,500	10	2	30	829	10	2,500 00
Lynnfield,	4	-	4	2	2	-	38 00	37-13	9-8	-	-	-	-	-
Manchester,	13	2	13	8	9	116 75	50 45	121-16	9-10	1	3	52	9-10	1,250 00
Marblehead,	39	2	38	11	11	90 00	42 43	327-2	9-18	1	6	114	9-16	1,200 00
Merrimac,	14	3	14	5	6	85 00	39 00	121-17	9-7	1	3	82	9-10	1,200 00
Methuen,	45	5	43	15	18	94 71	46 49	312-19	8-18	1	5	108	9-15	1,368 00
Middleton,	3	-	4	3	3	-	43 00	26-14	8-18	-	-	-	-	-
Nahant,	6	3	5	4	4	135 13	61 08	37	9-5	1	2	11	9-5	1,250 00
Newbury,	7	-	7	1	2	-	37 15	64-15	9-5	-	-	-	-	-
Newburyport,	51	5	50	2	5	134 00	45 46	418-10	9-14	1	8	186	9-10	1,600 00
North Andover,	26	5	25	10	10	86 65	42 23	200	9-10	1	4	64	10	1,100 00
Peabody,	53	5	52	26	32	118 00	59 47	489-6	9-15	1	8	195	9-16	1,700 00

Rockport,	22	1	23	9	100 00	41 81	107-13	8-16	1	2	62	9-14	1,000 00
Rowley,	8	-	11	5	-	31 14	62-8	8-18	-	-	-	-	-
Salem,	138	12	127	89	101	60 98	1,050	9-7	1	18	468	9-10	2,500 00
Salisbury,	8	1	8	2	3	63 00	72	9	-	-	-	-	-
Saugus,	32	4	33	37	21	100 00	263	9-15	1	5	127	10	1,200 00
Swampscott,	22	1	21	5	6	180 00	169-5	9-8	1	5	91	9-11	1,800 00
Topsfield,	6	1	5	4	4	75 00	36-3	9-1	1	2	23	9-18	750 00
Wenham,	5	-	5	4	4	40 20	45	9	-	-	-	-	-
West Newbury,	9	2	7	3	3	69 44	73-1	8-2	1	1	18	8-18	800 00
Totals,	1,570	126	1,548	504	594	\$132 38	12,783 2	9-10	28	205	5,102	9-12	\$43,668 00

† Barker Free School.

* Pynchard Free School.

ESSEX COUNTY — CONTINUED.

TOWNS AND CITIES.	EXPENDITURES FOR THE SUPPORT OF PUBLIC SCHOOLS.							Total expenditure for the support of public schools, being the total of the seven preceding columns.	Amount included in the total expenditure as given in the preceding column, but derived from other sources than local taxation, such as aid from the State, voluntary contributions, income from local funds, etc.	Amount raised by local taxation and expended for the support of public schools, being the total expenditure for such support diminished by contributions from other sources than local taxation.
	Teachers' wages.	Conveyance of pupils.	Fuel and care of school premises.	School committee, including clerical aid and truant service.	Superintendent of schools.	Text-books and school supplies.	School sundries.			
Amesbury, . . .	\$16,628 50	\$30 80	\$2,742 06	\$185 83	\$1,108 00	\$2,178 02	\$1,503 32	\$24,376 53	-	\$24,376 53
Andover, . . .	18,795 24	547 00	2,257 45	-	1,600 00	2,000 44	812 67	26,012 80	-	26,012 80
Beverly, . . .	45,416 14	1,305 70	9,072 28	648 00	2,000 00	5,953 92	2,048 78	66,444 82	-	66,444 82
Boxford, . . .	2,298 27	722 50	265 11	113 14	300 00	270 20	22 75	3,991 97	\$1,298 67	2,693 30
Danvers, . . .	21,424 63	440 00	3,737 13	546 40	480 00	1,705 10	3,378 22	31,711 48	739 75	30,971 73
Essex, . . .	3,169 45	162 50	827 98	190 00	300 00	592 39	129 43	5,371 75	988 08	4,383 67
Georgetown, . .	3,822 00	63 50	424 39	11 50	600 00	511 08	110 95	5,543 42	1,264 08	4,279 34
Gloucester, . . .	58,477 73	1,500 00	13,673 12	1,310 00	2,300 00	4,470 24	1,026 66	82,757 75	-	82,757 75
Groveland, . . .	5,581 40	-	905 34	107 00	619 62	643 66	353 37	8,210 39	859 00	7,351 39
Hamilton, . . .	4,861 07	531 45	662 16	192 50	150 00	515 91	412 79	7,325 88	667 92	6,657 96
Haverhill, . . .	99,045 22	1,066 16	13,785 71	1,437 00	2,250 00	8,706 79	4,116 20	130,407 08	415 50	129,991 58
Ipswich, . . .	10,294 40	583 60	2,703 30	355 55	150 00	1,552 59	886 63	16,526 07	3,047 60	13,478 47
Lawrence, . . .	148,487 00	-	22,730 65	2,100 00	3,000 00	11,825 60	5,265 94	193,409 19	-	193,409 19
Lynn, . . .	180,476 00	-	35,625 22	3,700 00	2,700 00	12,410 80	4,274 93	239,186 95	516 97	238,669 98
Lynnfield, . . .	2,491 00	100 00	342 06	60 00	187 50	181 20	110 65	3,472 41	651 34	2,821 07
Manchester, . . .	8,469 75	487 00	1,792 09	125 00	450 00	1,309 49	1,041 85	13,675 18	-	13,675 18
Marblehead, . .	16,006 59	40 00	2,337 92	87 50	1,100 00	1,229 96	1,208 23	22,010 20	-	22,010 20
Merrimac, . . .	6,362 29	147 20	1,226 12	156 00	537 50	497 03	119 43	9,045 57	641 84	8,403 73
Methuen, . . .	21,216 18	-	4,131 60	56 05	1,578 57	1,530 72	1,090 36	29,603 48	77 50	29,525 98
Middleton, . . .	1,333 00	622 80	230 45	108 00	150 00	153 62	171 02	2,768 89	929 76	1,839 13
Nahant, . . .	4,513 54	-	478 83	325 00	-	327 87	182 43	5,827 67	-	5,827 67
Newbury, . . .	2,646 50	942 40	819 06	84 30	367 39	320 82	193 25	5,373 72	881 84	4,491 88
Newburyport, .	28,957 48	-	3,246 70	615 00	1,200 00	2,767 16	699 08	37,485 42	1,208 05	36,277 37
North Andover, .	12,260 20	110 00	2,620 15	25 00	1,289 79	1,289 79	187 29	17,389 93	148 66	17,241 27
Peabody, . . .	28,254 60	167 50	4,130 73	650 00	1,640 00	2,500 60	3,754 54	41,097 97	97 97	41,000 00

SCHOOL RETURNS.

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Rockport,	9,407 30	3 00	1,836 43	230 00	700 00	1,142 33	1,655 76	14,974 82	588 08	14,386 74
Rowley,	2,371 00	-	380 53	75 00	300 00	181 66	55 57	3,363 76	645 81	2,717 95
Salem,	91,428 25	242 50	12,470 77	2,010 00	2,500 00	5,865 92	1,831 47	116,348 91	-	116,348 91
Salisbury,	3,070 00	295 50	436 63	45 00	333 30	442 13	291 12	4,913 68	787 34	4,126 34
Saugus,	15,517 22	-	4,148 27	160 00	1,000 00	1,986 68	660 22	23,472 39	408 39	23,064 00
Swampscott,	14,187 65	-	2,899 87	247 07	-	1,627 70	414 51	19,376 80	-	19,376 80
Topsfield,	2,380 90	558 00	230 00	50 00	300 00	218 39	63 23	3,800 52	709 76	3,090 76
Wenham,	2,293 30	187 26	239 29	195 50	150 00	326 54	89 74	3,481 63	371 81	3,109 82
West Newbury,	3,388 37	192 00	357 63	121 75	600 00	406 94	20 00	5,086 69	1,238 08	3,848 61
Totals,	\$895,332 17	\$11,048 37	\$153,767 03	\$16,323 09	\$31,549 38	\$77,643 29	\$38,182 39	\$1,223,845 72	\$19,183 80	\$1,204,661 92

BOARD OF EDUCATION.

ESSEX COUNTY -- CONTINUED.

TOWNS AND CITIES.	EXPENDITURES FOR SCHOOL BUILDINGS.			Total expenditure for school buildings, being the total of the three preceding columns.	Amount included in the total expenditure for school buildings as given in the preceding column, but derived from other sources than local taxation.	Amount raised by local taxation and expended for school buildings.	Amount raised by local taxation and expended for school buildings, that is, for all school purposes.	LOCAL FUNDS WHOSE INCOME MUST BE APPROPRIATED TO THE PUBLIC SCHOOLS.		Dog tax and other income voluntarily appropriated to the public schools.
	New school-houses.	Alterations and permanent repairs.	Ordinary repairs.					Principal.	Income.	
Amesbury.	.	\$446 82	\$446 82	\$446 82	\$24,823 35	-	-	-	-	-
Andover.	-	1,160 50	1,712 79	1,712 79	27,725 59	-	-	\$40 00	-	\$395 80
Beverly.	\$12,110 54	4,289 94	16,400 48	\$12,110 54	70,734 76	-	-	3,000 00	126 88	-
Boxford.	.	238 68	238 68	238 68	2,981 98	-	-	3,250 00	131 23	-
Danvers.	-	411 42	1,985 52	1,985 52	32,957 25	-	-	-	-	1,175 35
Essex.	-	313 51	313 51	313 51	4,697 18	-	-	-	-	128 25
Georgetown.	-	211 10	211 10	211 10	4,490 44	-	-	-	-	139 57
Gloucester.	3,900 00	9,279 08	13,179 08	-	95,986 83	-	-	-	-	1,080 00
Groveland.	11,232 25	101 99	11,334 24	-	18,685 63	-	-	10,500 00	441 58	-
Hamilton.	.	157 36	269 91	-	6,927 87	-	-	-	-	-
Haverhill.	-	1,326 00	6,593 34	-	136,169 42	-	-	-	-	-
Ipswich.	-	141 68	141 68	415 50	13,620 15	-	-	-	-	327 00
Lawrence.	18,278 46	2,750 06	46,430 23	-	239,839 42	-	-	6,020 00	258 00	-
Lynn.	-	600 00	12,568 36	-	231,238 34	-	-	75,765 00	3,730 00	302 75
Lynnfield.	6,999 00	199 60	7,198 60	-	10,019 67	-	-	-	-	-
Manchester.	-	257 52	447 52	-	14,122 70	-	-	-	-	-
Marblehead.	-	989 80	989 80	-	23,000 00	-	-	-	-	-
Merrimac.	-	413 87	413 87	-	8,817 60	-	-	-	-	117 21
Methuen.	-	998 82	1,783 25	-	31,309 23	-	-	-	-	751 93
Middleton.	-	1,581 97	1,581 97	-	3,421 10	-	-	-	-	126 87
Nahant.	-	189 30	189 30	-	6,016 97	-	-	-	-	-
Newbury.	-	96 11	291 78	-	4,783 66	-	-	-	-	146 76
Newburyport.	26,000 00	525 00	26,875 00	-	63,152 37	-	-	15,250 00	685 00	-
North Andover.	-	335 71	2,431 22	-	19,672 49	-	-	4,000 00	161 00	-
Peabody.	-	2,695 51	2,431 22	-	41,000 00	-	-	1,706 78	59 68	-

SCHOOL RETURNS.

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Rockport,	-	95 52	571 91	667 43	-	667 43	15,054 17	-	-	-	-
Rowley,	-	-	234 93	234 93	-	234 93	2,952 88	-	-	-	-
Salem,	-	1,650 00	4,126 00	5,776 00	-	5,776 00	122,124 91	25,425 00	1,017 00	2,558 26	-
Salisbury,	-	-	178 67	178 67	-	178 67	4,305 01	-	-	146 27	-
Saugus,	-	-	300 00	300 00	-	300 00	23,361 00	-	-	-	-
Swampscott,	-	5,073 30	922 52	5,995 82	-	5,995 82	25,372 62	-	-	-	-
Topsfield,	-	29 88	25 12	55 00	-	55 00	3,145 76	-	-	120 17	-
Wenham,	-	135 63	143 75	279 38	-	279 38	3,389 20	-	-	174 99	-
West Newbury,	-	-	239 49	239 49	-	239 49	4,088 10	-	-	-	-
Totals,	\$78,520 25	\$19,698 67	\$69,535 85	\$167,754 77	\$12,526 04	\$155,228 73	\$1,359,890 65	\$145,916 78	\$6,650 97	\$7,690 89	-

BOARD OF EDUCATION.

ESSEX COUNTY — CONCLUDED.

TOWNS AND CITIES.	Town's share of school fund income paid Jan. 25, 1908.	Amount of voluntary contributions expended on the public schools but not included in expenditures by the town or city.	ACADEMIES AND PRIVATE SCHOOLS.				ESTIMATED AMOUNT OF TUITION PAID IN —		FUNDS WHOSE INCOME MUST BE APPROPRIATED TO ACADEMIES OR PRIVATE SCHOOLS.	
			No. of academies.	No. of different academy pupils attending during the year.	No. of private schools.	No. of different private school pupils attending during the year.	Academies.	Private schools.	Principal.	Income.
Amesbury,	-	-	2	495	1	673	\$43,449 62	\$1,050 00	\$426,157 00	\$22,558 00
Andover,	-	-	-	-	3	14	-	2,265 00	-	-
Beverly,	\$526 34	\$285 00	-	-	-	40	-	-	42,000 00	1,600 00
Boxford,	-	-	-	-	-	-	-	-	-	-
Danvers,	-	-	-	-	-	-	-	-	-	-
Essex,	526 34	-	-	-	-	-	-	-	-	-
Georgetown,	444 76	-	-	-	-	-	-	-	-	-
Gloucester,	-	-	-	-	3	219	-	1,000 00	-	-
Groveland,	526 34	-	-	-	-	-	-	-	-	-
Hamilton,	376 34	-	-	-	-	-	-	-	-	-
Haverhill,	-	-	-	-	-	-	-	-	-	-
Ipswich,	-	-	1	147	5	1,665	14,000 00	960 00	300,000 00	-
Lawrence,	-	-	-	-	10	3,583	-	-	-	-
Lynn,	-	-	-	-	6	2,300	-	-	-	-
Lynnfield,	526 34	-	-	-	-	-	-	-	-	-
Manchester,	-	-	-	-	-	-	-	-	-	-
Marblehead,	-	-	-	-	-	-	-	-	-	-
Merrimac,	426 34	25 75	-	-	1	24	-	5,000 00	-	-
Methuen,	-	-	-	-	1	63	-	250 00	-	-
Middleton,	444 76	-	-	-	-	-	-	-	-	-
Nahant,	-	-	-	-	-	-	-	-	-	-
Newbury,	426 34	-	1	38	1	8	-	290 00	-	-
Newburyport,	-	-	1	73	3	785	-	425 00	90,000 00	2,500 00
North Andover,	-	-	-	-	-	-	-	-	-	-
Peabody,	-	-	-	-	1	554	-	-	-	-

SCHOOL, RETURNS.

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BOARD OF EDUCATION.

FRANKLIN COUNTY.

TOWNS AND CITIES.	Population - U. S. Census of 1900.	Valuation - May 1, 1902.	No. of public schools.	SCHOOL CENSUS DATA SEPT. 1, 1902.		SCHOOL MEMBERSHIP AND ATTENDANCE DATA FOR THE SCHOOL YEAR.							
				No. of persons in towns between 5 and 15 years of age.	No. of persons in towns and 14 years of age.	No. of different pupils within the year.	No. of different pupils within the year under 5 years of age.	No. of different pupils within the year over 15 years of age.	No. of different pupils within the year between 7 and 14 years of age.	Average membership of all the schools.	Average attendance of all the schools.	Percentage of attendance based on average membership.	
Ashfield.	955	\$554,414	10	146	118	197	1	23	137	163	152	.93	
Barnardston.	792	398,383	6	114	79	152	1	35	91	99	88	.89	
Buckland.	1,446	577,716	9	257	199	263	1	30	213	245	230	.94	
Charlément.	1,094	349,719	9	163	114	194	9	15	123	159	146	.92	
Cohain.	1,749	594,121	14	352	280	329	6	20	249	280	256	.91	
Conway.	1,458	696,835	12	205	164	237	6	22	170	205	184	.90	
Deerfield.	1,969	1,422,549	13	302	245	348	13	13	246	298	270	.93	
Erving.	973	409,156	6	142	105	213	11	11	153	188	178	.94	
Gill.	1,015	460,701	6	146	112	139	4	1	112	114	105	.92	
Greenfield.	7,947	6,192,791	42	1,350	944	1,573	73	191	946	1,390	1,265	.91	
Hawley.	429	146,720	6	64	43	61	1	1	51	51	47	.92	
Heath.	441	152,214	5	83	65	89	1	5	67	70	63	.90	
Leverett.	744	290,360	4	127	98	131	1	4	98	103	94	.92	
Leyden.	379	208,496	4	61	45	80	4	3	55	61	54	.90	
Monroe.	305	140,417	3	36	28	44	2	1	31	36	34	.94	
Montague.	6,150	3,814,857	35	1,334	959	1,135	1	103	761	1,091	988	.91	
New Salem.	807	301,690	10	124	100	160	2	25	106	132	117	.88	
Northfield.	1,966	959,262	10	243	168	298	13	13	204	226	198	.88	
Orange.	5,520	3,076,475	29	1,025	712	1,130	3	138	755	1,040	1,008	.97	
Rowe.	549	176,258	5	88	64	98	5	5	65	96	87	.91	
Shelburne.	1,508	901,878	10	216	166	253	3	41	171	236	222	.94	
Shutesbury.	382	193,853	4	79	53	76	1	3	51	65	59	.91	
Sunderland.	771	455,886	4	112	94	122	1	2	91	111	100	.90	

SCHOOL RETURNS.

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Warwick,	.	.	.	619	325,775	3	88	61	103	1	7	66	70	59	85
Wendell,	.	.	.	492	234,800	6	119	90	97	1	3	69	88	82	93
Whately,	.	.	.	769	418,139	4	121	83	111	-	-	83	98	86	88
Totals,	.	.	.	41,209	\$23,453,515	269	7,097	5,189	7,633	129	715	5,164	6,715	6,172	92

HAMPDEN COUNTY.

Agawam,	.	.	.	2,536	\$1,456,657	15	522	403	490	5	19	349	413	371	90
Blandford,	.	.	.	836	463,735	7	134	99	159	3	11	100	111	97	87
Brimfield,	.	.	.	941	400,046	7	148	109	158	3	-	107	120	108	91
Chester,	.	.	.	1,450	630,669	11	246	192	289	1	29	184	252	225	89
Chicopee,	.	.	.	19,167	9,635,450	62	3,202	2,369	2,899	81	194	1,888	2,402	2,165	89
East Longmeadow,	.	.	.	1,187	527,465	9	323	233	355	-	10	261	287	257	90
Granville,	.	.	.	1,050	373,116	8	183	119	217	5	15	154	168	146	87
Hampden,	.	.	.	782	392,567	6	106	80	109	2	3	71	97	84	87
Holland,	.	.	.	169	77,341	1	27	22	25	1	1	21	23	20	85
Holyoke,	.	.	.	45,712	40,739,210	160	10,157	7,288	7,089	330	558	4,345	6,012	5,451	91
Longmeadow,	.	.	.	811	946,652	5	158	103	133	1	7	88	119	110	92
Ludlow,	.	.	.	3,536	2,317,014	18	511	372	564	2	27	432	447	402	90
Monson,	.	.	.	3,402	1,783,376	20	646	457	651	1	101	568	570	527	92
Montgomery,	.	.	.	273	142,772	5	55	48	61	-	5	45	51	46	91
Palmer,	.	.	.	7,801	3,008,440	32	1,229	690	1,094	22	91	690	955	891	93
Russell,	.	.	.	793	493,579	6	126	91	156	6	8	93	116	105	90
Southwick,	.	.	.	1,040	500,650	10	202	142	240	9	7	167	179	157	88
Springfield,	.	.	.	62,059	74,836,065	258	10,899	7,704	12,162	753	1,281	7,325	10,206	9,445	93
Tolland,	.	.	.	275	157,030	4	58	45	43	1	2	32	43	36	84
Wales,	.	.	.	773	281,186	5	115	94	125	4	5	101	109	91	84
Westfield,	.	.	.	12,310	8,553,290	66	2,152	1,526	2,204	60	261	1,433	1,941	1,790	92
West Springfield,	.	.	.	7,105	5,335,326	38	1,442	1,028	1,674	105	172	1,003	1,470	1,345	92
Wilbraham,	.	.	.	1,595	830,189	12	257	177	256	7	8	188	215	197	91
Totals,	.	.	.	175,603	\$153,871,825	765	32,898	23,391	31,155	1,402	2,815	19,645	26,306	24,066	91

BOARD OF EDUCATION.

FRANKLIN COUNTY — CONTINUED.

TOWNS AND CITIES.	TEACHERS AND TEACHERS' WAGES.						LENGTH OF SCHOOLING.		HIGH SCHOOLS.					
	No. of teachers re-quired by the pub-lic schools.	No. of different male teachers employed during the school year.	No. of different fe-male teachers em-ployed during the school year.	No. of teachers that have graduated from normal schools.	No. of teachers that have attended nor-mal schools.	Average wages per month of male teachers.	Average wages per month of female teachers.	Aggregate of months all the public schools have been kept during the school year.	Avg'e No. of months the public schools have been kept during the year.	No. of high schools.	No. of teachers.	No. of pupils.	Length of schooling.	Principal's salary.
Ashfield, .	11	2	15	3	5	\$70 00	\$28 23	82	8-4	1	2	32	10	\$700 00
Barnardston, .	7	1	7	2	5	94 44	32 00	52-10	8-15	1*	2	65	9	1,187 00
Buckland, .	10	1	15	5	5	-	36 78	77-17	8-13	1	1	16	10	400 00
Charlément, .	9	1	13	6	3	-	32 15	78	8-19	1	1	29	9	600 00
Colrain, .	15	1	22	4	6	32 00	27 14	125-3	7-12	1	2	31	9	800 00
Conway, .	13	1	19	2	5	-	26 66	91	8-10	1	2	29	9	600 00
Deerfield, .	13	1	22	12	14	-	34 50	110-10	8-11	1+	2	31	9	800 00
Erving, .	6	1	7	3	4	-	38 63	51-3	8-11	1	1	193	9-14	1,650 00
Gill, .	6	1	8	5	6	-	37 41	54	9	1	7	193	9-14	1,650 00
Greenfield, .	46	2	46	21	22	127 50	46 40	357-8	9-12	1	7	193	9-14	1,650 00
Hawley, .	6	1	9	1	4	24 00	29 56	45-15	7-13	1	1	193	9-14	1,650 00
Heath, .	5	1	9	1	3	-	28 48	39-10	7-18	1	1	193	9-14	1,650 00
Leverett, .	4	1	5	3	1	-	36 33	33	8-10	1	1	193	9-14	1,650 00
Leyden, .	4	1	6	3	3	-	33 82	32	8	1	1	193	9-14	1,650 00
Monroe, .	3	1	5	-	-	-	39 11	27	9	1	1	193	9-14	1,650 00
Montague, .	36	1	40	15	17	147 36	44 34	329-10	9-8	2	8	147	9-10	1,400 00
New Salem, .	10	1	12	2	5	66 67	32 67	72-10	7-5	1	2	32	9	1,000 00
Northfield, .	10	3	14	9	10	56 00	36 00	83 5	8-19	1	1	131	9-18	1,200 00
Orange, .	30	1	31	13	17	115 00	46 11	223-12	8-18	1	5	131	9-18	1,200 00
Rowe, .	5	1	6	2	4	-	29 76	38	7-12	1+	4	109	9-6	1,200 00
Shelburne, .	14	1	13	1	3	120 39	39 00	89-2	8-18	1	4	109	9-6	1,200 00
Shutesbury, .	4	1	4	1	1	-	34 00	32	8	1	1	109	9-6	1,200 00
Sunderland, .	5	1	7	1	1	-	37 60	36	9	1	1	109	9-6	1,200 00

SCHOOL RETURNS.

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HAMPDEN COUNTY -- CONTINUED.

Warwick,	.	3	-	5	4	4	-	37 33	26-5	8-15	-	-	-	-
Wendell,	.	6	-	7	1	3	-	31 50	45	8	-	-	-	-
Whately,	.	4	-	4	2	3	-	38 50	36	9	-	-	-	-
Totals,	.	285	14	351	107	150	\$83 06	\$37 12	2,268	8-8	11	35	785	\$10,937 00

Agawam,	.	15	-	18	10	12	-	\$38 66	135	9	-	-	-	-
Blandford,	.	8	-	14	6	7	-	30 00	59-10	8-10	-	-	-	-
Brimfield,	.	7	-	11	6	8	-	31 90	66	9-7	-	-	42	\$1,400 00
Chester,	.	11	-	13	4	6	-	40 82	101	9-4	1	2	31	550 00
Chicopee,	.	69	3	69	39	44	\$180 00	45 67	568-3	9-9	1	6	154	1,800 00
East Longmeadow,	.	9	-	9	4	7	-	38 15	81	9	-	-	-	-
Granville,	.	8	-	14	6	6	48 00	33 00	59-10	8-10	-	-	-	-
Hampden,	.	6	-	8	-	1	-	32 66	54	9	-	-	-	-
Holland,	.	1	-	2	-	-	-	40 00	9-4	9-4	-	-	-	-
Holyoke,	.	194	20	184	60	78	136 97	60 04	1 554-6	9-15	1	22	601	2,400 00
Longmeadow,	.	5	-	6	3	4	-	38 41	43-2	8-12	-	-	-	-
Ludlow,	.	18	1	19	7	8	90 00	37 88	159	9	1	3	24	900 00
Monson,	.	21	-	26	3	7	-	37 40	173-17	8-13	1	7	111	2,000 00
Montgomery,	.	5	-	6	3	3	-	31 20	44	8-16	-	-	-	-
Palmer,	.	28	1	39	12	18	100 00	40 30	301-8	9-8	1	4	75	1,000 00
Russell,	.	6	-	10	5	7	-	32 66	56	9-6	-	-	-	-
Southwick,	.	10	2	9	2	2	60 00	29 80	86-15	8-13	-	-	-	-
Springfield,	.	337	24	313	193	211	169 54	62 79	2,528-4	9-16	2	41	841	3,000 00
Tolland,	.	4	-	7	1	2	-	23 52	30-5	7-15	-	-	-	-
Wales,	.	5	2	3	2	2	46 00	34 67	45	9	-	-	-	-
Westfield,	.	72	8	67	55	55	151 65	63 09	643	9-15	1	9	241	2,600 00
West Springfield,	.	44	4	40	22	25	99 50	44 58	346-3	9-2	1	6	154	1,800 00
Wilbraham,	.	12	-	17	2	3	-	33 87	108	9	-	-	-	-
Totals,	.	895	66	904	445	516	\$142 55	\$53 23	7,252-7	9-9	11	104	2,274	\$20,150 00

* Powers Institute.

† Deerfield Academy and Dickinson High School.

‡ Arms Academy.

§ Hitchcock Free Academy.

|| Moulson Academy.

FRANKLIN COUNTY — CONTINUED.

TOWNS AND CITIES.	EXPENDITURES FOR THE SUPPORT OF PUBLIC SCHOOLS.							Total expenditure for the support of public schools, being the total of the seven preceding columns.	Amount included in the total expenditure as given in the preceding column, but derived from other sources than local taxation, such as aid from the State, voluntary contributions, income from local funds, etc.	Amount raised by local taxation and expended for the support of public schools, being the total expenditure for such support diminished by contributions from other sources than local taxation.
	Teachers' wages.	Conveyance of pupils.	Fuel and care of school premises.	School committee, including clerical aid and truant service.	Superintendent of schools.	Text-books and school supplies.	School sundries.			
Ashfield, . . .	\$2,918 30	\$15 00	\$159 70	\$27 10	\$625 00	\$357 78	\$1 00	\$4,103 88	\$1,519 64	\$2,584 24
Barnardston, . .	2,533 96	492 00	272 10	88 00	360 00	311 92	116 11	4,174 09	1,594 26	2,579 83
Buckland, . . .	3,888 87	214 00	447 65	16 00	450 00	267 61	39 53	5,323 66	1,014 76	4,308 90
Charlton, . . .	2,596 00	406 04	204 03	3 25	408 33	161 70	703 32	4,482 67	2,408 55	2,074 12
Colrain, . . .	4,169 00	710 45	339 49	105 59	690 00	357 60	39 70	6,321 74	1,191 26	5,130 48
Conway, . . .	2,860 00	308 50	360 38	9 66	114 65	108 14	122 54	3,883 87	631 31	3,252 56
Deerfield, . . .	4,091 75	887 15	614 85	295 50	-	329 30	208 95	6,437 50	601 76	5,835 74
Erving, . . .	2,582 38	341 79	347 20	40 00	461 84	245 26	44 67	4,063 14	1,562 26	2,500 88
Gill, . . .	2,461 00	84 00	174 75	45 00	300 00	95 81	4 40	3,164 96	1,414 76	1,750 20
Greenfield, . .	24,004 40	1,605 60	4,602 57	100 00	2,000 00	3,891 72	1,808 10	38,012 39	1,301 38	36,711 01
Hawley, . . .	1,357 80	95 17	74 85	44 65	267 49	89 74	30 95	1,960 65	1,477 86	482 79
Heath, . . .	1,078 35	416 25	72 00	56 45	250 00	164 17	16 24	2,033 46	1,230 16	823 30
Leverett, . . .	1,337 42	426 98	82 00	58 50	300 00	94 99	50 00	2,349 89	1,580 50	769 39
Leyden, . . .	1,435 00	78 50	78 15	42 00	300 00	79 54	19 79	2,032 98	1,053 80	979 18
Monroe, . . .	1,103 25	-	77 50	27 00	157 39	141 25	32 76	1,539 15	913 09	626 06
Montague, . . .	16,928 76	1,632 87	2,576 05	155 00	1,496 05	2,166 39	787 72	25,742 84	790 90	24,951 94
New Salem, . .	3,501 83	155 20	197 47	48 00	321 42	361 56	40 00	4,625 29	2,303 39	2,322 09
Northfield, . .	3,717 30	338 20	418 92	12 16	600 00	306 40	102 93	5,495 91	1,029 06	4,466 85
Orange, . . .	14,405 03	1,992 80	3,155 41	150 00	1,525 00	2,815 42	392 66	24,436 32	-	24,436 32
Rowe, . . .	1,315 34	184 00	85 08	50 00	250 00	104 99	-	2,019 41	1,144 09	875 32
Shelburne, . . .	4,916 99	262 00	673 40	20 00	450 00	319 98	75 38	6,699 75	1,272 18	5,427 57
Shutesbury, . .	1,232 00	295 45	44 89	40 00	310 52	97 14	15 14	2,035 14	1,332 17	702 97
Sunderland, . .	1,771 80	698 25	357 61	37 00	125 64	159 07	24 00	3,173 37	1,327 66	1,845 71

SCHOOL RETURNS.

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HAMPDEN COUNTY — CONTINUED.

Warwick, . . .	1,149 00	1,313 50	127 30	4 00	300 00	66 02	25 55	2,985 37	1,137 40	1,847 97
Wendell, . . .	1,531 00	153 95	56 59	33 00	450 00	94 05	17 73	2,336 32	1,422 21	914 11
Whately, . . .	1,396 00	358 80	130 40	78 00	31 27	135 22	7 00	2,136 69	499 21	1,637 48
Totals, . . .	\$110,312 53	\$13,466 45	\$15,730 34	\$1,567 77	\$12,454 60	\$13,322 77	\$4,726 17	\$171,580 63	\$31,753 62	\$139,827 01

Agawan, . . .	\$6,866 88	-	\$1,386 28	\$146 75	\$630 00	\$699 03	\$52 19	\$9,781 13	\$1,001 84	\$8,779 29
Blandford, . . .	2,315 20	\$244 67	111 15	1 25	400 00	135 83	30 00	3,238 10	1,194 09	2,044 01
Brimfield, . . .	2,063 80	85 50	192 87	33 11	450 00	182 45	6 00	3,013 73	992 81	2,020 92
Chester, . . .	3,899 00	601 35	519 23	143 00	705 60	538 90	15 00	6,422 08	1,660 46	4,761 62
Chicopee, . . .	37,757 08	1,806 55	5,474 43	350 00	2,000 00	2,979 02	1,666 90	52,033 98	63 00	51,970 98
East Longmeadow, . . .	4,599 03	-	635 92	111 75	293 70	554 05	46 89	6,241 34	2,569 50	3,671 84
Granville, . . .	2,272 40	521 38	144 75	51 25	435 00	170 69	418 43	4,043 90	1,408 51	2,635 39
Hampden, . . .	1,941 40	97 50	238 44	66 00	166 18	186 99	33 00	2,739 51	829 46	1,910 05
Holland, . . .	368 00	249 40	24 05	20 30	25 00	36 28	3 11	726 14	551 14	175 00
Holyoke, . . .	135,316 90	445 50	25,254 64	3,200 00	3,000 00	8,166 58	10,122 50	185,506 12	243 82	185,262 30
Longmeadow, . . .	3,248 07	303 00	500 90	39 10	164 03	256 23	139 18	4,650 51	640 48	4,010 03
Ludlow, . . .	7,209 50	49 50	1,694 17	298 07	539 72	1,149 92	238 03	11,178 91	1,520 70	9,658 21
Monson, . . .	12,297 82	388 60	949 73	150 00	1,050 00	823 13	142 47	15,801 75	1,811 34	13,990 41
Montgomery, . . .	1,376 00	-	94 60	-	209 78	97 53	86 67	1,864 58	1,264 58	600 00
Palmer, . . .	14,538 00	300 00	3,435 23	-	1,680 00	2,756 39	771 02	23,480 64	899 13	22,581 51
Russell, . . .	1,959 75	186 00	187 72	42 35	300 00	165 58	35 00	2,876 40	912 06	1,964 34
Southwick, . . .	3,358 50	-	276 25	136 23	435 00	201 40	20 00	4,427 38	2,260 95	2,166 43
Springfield, . . .	23,946 59	1,301 69	49,615 02	5,589 20	4,000 00	30,294 51	7,252 62	351,999 63	6,394 57	345,605 06
Tolland, . . .	711 60	311 75	30 15	57 00	-	102 78	8 30	1,221 58	577 50	644 08
Wales, . . .	1,734 90	181 60	130 20	-	256 25	167 78	51 10	2,521 83	746 66	1,775 17
Westfield, . . .	37,542 99	1,749 63	6,014 34	165 76	2,300 00	6,195 51	1,322 94	55,291 17	6,907 33	48,383 84
West Springfield, . . .	21,192 26	400 00	4,376 55	100 00	1,600 00	1,513 31	322 09	29,504 21	2,173 42	27,330 79
Wilbraham, . . .	4,766 70	146 35	376 35	105 50	428 40	587 12	29 00	6,439 42	1,196 34	5,243 08
Totals, . . .	\$561,282 37	\$9,369 97	\$101,662 97	\$10,806 62	\$21,068 66	\$57,971 01	\$22,842 44	\$785,004 04	\$37,819 69	\$747,184 35

BOARD OF EDUCATION.

FRANKLIN COUNTY — CONTINUED.

TOWNS AND CITIES.	EXPENDITURES FOR SCHOOL BUILDINGS.				Total expenditure for school buildings, being the total of the three preceding columns.	Amount included in the total expenditure for school buildings as given in the preceding column, but derived from other sources than local taxation.	Amount raised by local taxation and expended for school buildings.	Amount raised by local taxation and expended for school purposes.	LOCAL FUNDS WHOSE INCOME MUST BE APPROPRIATED TO THE PUBLIC SCHOOLS.		Dog tax and other income voluntarily appropriated to the public schools.
	New school-houses.	Alterations and repairs.	Ordinary repairs.	Income.							
Ashfield.	-	\$182 33	-	\$361 78	\$182 33	-	\$182 33	\$2,766 57	\$900 00	\$54 00	\$89 79
Barnardston.	-	-	-	114 96	361 78	-	361 78	2,941 61	-	-	95 37
Buckland.	-	96 59	-	114 96	211 55	-	211 55	4,520 45	900 00	45 00	112 11
Charlemont.	-	100 24	-	20 13	120 37	-	120 37	2,194 49	3,600 00	163 90	76 03
Colrain.	-	-	-	121 24	121 24	-	121 24	5,251 72	-	-	115 83
Conway.	\$8,773 72	41 75	-	-	8,815 47	-	8,815 47	12,068 03	1,000 00	40 00	111 36
Deerfield.	-	-	-	221 04	221 04	-	221 04	6,046 78	-	-	-
Erving.	-	-	-	34 22	34 22	-	34 22	2,535 10	-	-	65 61
Gill.	-	125 00	-	81 04	206 04	-	206 04	1,956 24	-	-	-
Greenfield.	-	893 93	-	4,062 13	20,281 17	-	20,281 17	56,992 18	491 25	19 65	56 90
Hawley.	-	-	-	29 80	29 80	-	29 80	512 59	-	-	44 04
Heath.	-	-	-	7 01	7 01	-	7 01	830 31	-	-	-
Leverett.	-	-	-	89 10	89 10	-	89 10	858 49	-	-	-
Leyden.	-	-	-	13 88	13 88	-	13 88	993 06	-	-	-
Monroe.	-	-	-	-	-	-	-	626 06	-	-	5 54
Montague.	-	4,276 40	-	829 11	5,105 51	-	5,105 51	30,057 45	-	-	-
New Salem.	-	-	-	38 58	38 58	-	38 58	2,360 67	-	-	76 77
Northfield.	-	31 02	-	130 91	161 93	-	161 93	4,628 78	-	-	234 89
Orange.	-	897 21	-	539 00	1,436 21	-	1,436 21	25,872 53	-	-	-
Rowe.	-	-	-	19 12	19 12	-	19 12	894 44	200 00	8 08	51 85
Shelburne.	1,173 83	-	-	111 66	1,285 49	-	1,285 49	6,713 06	14,000 00	363 67	96 49
Shutesbury.	-	-	-	115 65	115 65	-	115 65	818 62	-	-	59 66
Sunderland.	-	-	-	36 37	36 37	-	36 37	1,882 08	-	-	-

SCHOOL RETURNS.

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Warwick, . . .	-	1 15	- 1 15	-	1 15	1,849 12	500 00	17 64	-
Wendell, . . .	-	-	-	-	-	914 11	540 00	32 40	32 00
Whately, . . .	-	140 11	140 11	-	140 11	1,777 59	-	-	-
Totals, . . .	\$25,272 66	\$7,117 99	\$39,035 12	-	\$39,035 12	\$178,862 13	\$22,131 25	\$744 34	\$1,324 24

HAMPDEN COUNTY — CONTINUED.

Agawan, . . .	-	\$279 89	\$422 73	-	\$422 73	\$9,202 02	\$4,017 21	\$106 80	-
Blandford, . . .	-	27 00	102 00	-	102 00	2,146 01	-	-	\$149 10
Brimfield, . . .	-	154 57	154 57	-	154 57	2,175 49	-	-	-
Chester, . . .	-	281 00	417 80	-	417 80	5,179 42	-	-	138 75
Chicopee, . . .	\$4,456 00	2,012 00	18,338 06	-	18,338 06	70,309 04	-	-	-
East Longmeadow, . . .	-	351 79	351 79	-	351 79	4,023 63	731 00	25 79	136 31
Granville, . . .	-	21 22	21 22	-	21 22	2,656 61	-	-	82 01
Hampden, . . .	-	-	28 01	-	28 01	1,938 06	-	-	103 18
Holland, . . .	-	4 83	4 83	-	4 83	179 83	222 22	22 75	-
Holyoke, . . .	-	9,356 06	9,356 06	-	9,356 06	194,618 36	-	-	1,726 73
Longmeadow, . . .	-	37 63	37 63	-	37 63	4,047 66	-	-	-
Ludlow, . . .	2,000 00	445 52	2,634 52	-	2,634 52	12,292 73	-	-	204 84
Monson, . . .	-	331 08	331 08	-	331 08	14,321 49	-	-	534 10
Montgomery, . . .	-	7 81	7 81	-	7 81	607 81	-	-	56 19
Palmer, . . .	-	594 07	1,733 72	-	1,733 72	24,315 23	850 00	29 99	576 38
Russell, . . .	-	100 08	100 08	-	100 08	2,064 42	-	-	85 68
Southwick, . . .	-	95 38	95 38	-	95 38	2,261 81	15,618 03	774 77	179 70
Springfield, . . .	96,268 67	13,167 60	109,436 27	\$259 60	109,176 67	454,781 73	-	-	-
Tolland, . . .	-	8 25	17 25	-	17 25	661 33	-	-	92 35
Wales, . . .	-	-	-	-	-	1,775 17	-	-	-
Westfield, . . .	-	3,352 78	12,689 76	-	12,689 76	61,073 60	130,000 00	5,224 43	-
West Springfield, . . .	10,700 98	239 49	12,539 23	-	12,539 23	39,890 02	14,339 05	758 42	-
Wilbraham, . . .	-	274 39	399 39	-	399 39	5,642 47	1,308 40	78 50	-
Totals, . . .	\$113,425 65	\$31,142 44	\$169,239 19	\$259 60	\$168,979 59	\$916,163 94	\$167,085 91	\$7,021 45	\$4,065 32

BOARD OF EDUCATION.

FRANKLIN COUNTY — CONCLUDED.

TOWNS AND CITIES.	Town's share of school fund income paid Jan. 25, 1903.	Amount of voluntary contributions expended on the public schools but not included in expenditures by the town or city.	ACADEMIES AND PRIVATE SCHOOLS.				ESTIMATED AMOUNT OF TUITION PAID IN —		FUNDS WHOSE INCOME MUST BE APPROPRIATED TO ACADEMIES OR PRIVATE SCHOOLS.	
			No. of academies.	No. of different academy pupils attending during the year.	No. of private schools.	No. of different private school pupils attending during the year.	Academies.	Private schools.	Principal.	Income.
Ashfield,	\$395 81	-	-	-	-	-	-	-	-	-
Barnardston,	594 76	-	-	-	-	-	-	-	-	-
Buckland,	444 76	-	-	-	-	-	-	-	-	-
Charlemont,	545 81	-	-	-	-	-	-	-	-	-
Colrain,	444 76	\$25 00	1	31	-	-	\$49,606 09	-	\$50,000 00	\$2,500 00
Conway,	444 76	-	-	-	-	-	9,000 00	-	848,421 11	20,725 27
Deerfield,	344 76	-	-	-	-	-	-	-	20,000 00	-
Erving,	594 76	-	-	-	-	-	-	-	-	-
Gill,	544 76	50 00	1	717	-	-	-	-	-	-
Greenfield,	-	-	1	22	-	-	-	-	-	-
Hawley,	545 81	-	-	-	-	-	-	-	-	-
Heath,	513 18	-	-	-	-	-	-	-	-	-
Leverett,	544 76	-	-	-	-	-	-	-	-	-
Leyden,	544 76	-	-	-	-	-	-	-	-	-
Monroe,	513 18	-	-	-	-	-	-	-	-	-
Montague,	-	-	-	-	1	228	-	-	-	-
New Salem,	594 76	-	-	-	-	-	-	-	3,000 00	125 00
Northfield,	444 76	-	1	447	-	-	35,609 70	-	604,035 21	9,037 79
Orange,	-	-	-	-	-	-	-	-	-	-
Rowe,	544 76	-	-	-	-	-	-	-	-	-
Shelburne,	444 76	-	1	109	-	-	2,707 50	-	23,027 19	937 40
Shutesbury,	544 76	-	-	-	-	-	-	-	-	-
Sunderland,	544 76	-	-	-	1	12	-	\$50 00	-	-

SCHOOL RETURNS.

[illegible]

HAMPDEN COUNTY — CONCLUDED.

Agavam,	\$426 34	\$142 50	-	-	1	47	-	\$300 00	-	-
Blandford,	544 76	-	-	-	-	-	-	-	\$100,000 00	\$5,128 78
Brimfield,	545 81	-	-	-	-	-	-	-	-	-
Chester,	444 76	-	-	-	3	1,050	-	-	-	-
Chicopee,	-	-	-	-	-	-	-	-	-	-
East Longmeadow,	626 34	-	-	-	-	-	-	-	-	-
Granville,	594 76	-	-	-	-	-	-	-	-	-
Hampden,	544 76	-	-	-	-	-	-	-	-	-
Holland,	300 00	-	-	-	7	4,131	-	2,600 00	-	-
Holyoke,	-	-	-	-	-	-	-	-	-	-
Longmeadow,	444 76	15 00	-	-	-	-	-	-	-	-
Ludlow,	426 34	-	-	-	4	19	\$2,663 00	300 00	103,901 00	4,910 00
Monson,	426 34	-	-	-	-	-	-	-	-	-
Montgomery,	626 34	-	-	-	2	299	-	1,200 00	8,000 00	-
Palmer,	376 34	100 00	-	-	-	-	-	-	-	-
Russell,	463 18	-	-	-	-	-	-	-	-	-
Southwick,	513 18	-	-	-	6	1,770	-	15,000 00	205,600 00	-
Springfield,	-	239 65	-	-	-	-	-	-	-	-
Tolland,	350 00	-	-	-	-	-	-	-	-	-
Wales,	644 76	-	-	-	1	350	-	-	-	-
Westfield,	-	-	-	-	-	-	-	-	-	-
West Springfield,	-	-	-	-	-	-	-	-	-	-
Wilbraham,	526 34	-	1	161	-	-	9,433 00	-	70,451 00	1,687 00
Totals,	\$8,725 11	\$497 15	1	161	24	7,666	\$12,096 00	\$19,400 00	\$487,952 00	\$11,725 78

HAMPSHIRE COUNTY.

TOWNS AND CITIES.	POPULATION — U. S. Census of 1900.		VALUATION — May 1, 1902.		No. of public schools.	SCHOOL MEMBERSHIP AND ATTENDANCE DATA FOR THE SCHOOL YEAR.							SCHOOL CENSUS DATA SEPT. 1, 1902.	
	No. of persons in 1900.	No. of persons in 1900.	No. of persons in 1902.	No. of persons in 1902.		No. of different pupils within the year.	No. of different pupils within the year under 5 years of age.	No. of different pupils within the year over 15 years of age.	No. of different pupils within the year between 7 and 14 years of age.	Average membership of all the schools.	Average attendance of all the schools.	Percentage of attendance based on average membership.	No. of persons in 1902.	No. of persons in 1902.
Amherst.	5,028	699	533	823	4	158	541	732	686	.98				
Belchertown.	2,292	427	303	512	15	61	332	438	372	.85				
Chesterfield.	611	99	72	115	8	8	77	87	78	.89				
Cummington.	748	147	113	202	1	14	141	157	147	.94				
Easthampton.	5,603	1,147	859	1,185	2	70	841	1,053	975	.93				
Enfield.	1,036	185	143	185	2	7	143	141	128	.90				
Goshen.	316	141	50	72	1	-	49	51	48	.93				
Granby.	761	114	79	122	1	15	81	107	96	.90				
Greenwich.	491	108	80	91	-	4	65	79	66	.84				
Hadley.	1,789	279	202	262	3	-	190	226	219	.93				
Hartford.	1,500	231	157	208	3	8	155	199	178	.89				
Huntington.	1,475	303	216	362	5	31	287	307	277	.90				
Middlefield.	410	88	71	121	2	-	91	99	90	.91				
Northampton.	18,643	3,081	2,158	2,839	171	304	1,725	2,603	2,444	.94				
Pelham.	462	83	57	93	-	3	75	75	68	.86				
Plainfield.	401	96	67	104	9	8	77	79	68	.91				
Prescott.	380	77	57	85	2	1	68	66	62	.94				
Southampton.	1,012	139	89	169	3	3	119	139	119	.86				
South Hadley.	4,526	778	522	948	4	8	637	810	733	.91				
Ware.	8,263	1,584	1,117	1,327	30	132	857	1,141	1,064	.94				
Westhampton.	469	115	86	125	6	4	86	97	95	.98				
Williamsburg.	1,926	374	261	403	4	11	318	369	338	.92				
Worthington.	675	124	83	144	4	7	100	118	104	.88				
Totals.	58,820	10,360	7,375	10,497	265	945	7,004	9,173	8,459	.92				

HAMPSHIRE COUNTY — CONTINUED.

TOWNS AND CITIES.	TEACHERS AND TEACHERS' WAGES.							LENGTH OF SCHOOLING.		HIGH SCHOOLS.			
	No. of teachers re- quired by the pub- lic schools.	No. of different male teachers employed during the school year.	No. of different fe- male teachers em- ployed during the school year.	No. of teachers that have graduated from normal schools.	No. of teachers that have attended nor- mal schools.	Average wages per month of male teachers.	Average wages per month of female teachers.	Aggregate of months all the public schools have been kept during the school year.	Avg No. of months the public schools have been kept during the year.	No. of high schools.	No. of teachers.	No. of pupils.	Length of schooling.
Amherst, . . .	23	2	25	6	6	\$115 00	\$40 00	162	9	1	6	157	9-11
Belchertown, . .	20	3	21	—	5	73 33	29 17	162	8-2	1	2	71	9
Chesterfield, . .	7	1	8	2	2	32 00	26 62	51-10	8-2	—	—	—	—
Cummington, . .	8	1	10	2	4	32 00	29 14	65-3	8-3	—	—	—	—
Easthampton, . .	31	1	35	12	13	150 00	39 02	248-4	8-17	1	3	72	9-18
Enfield, . . .	7	—	13	—	—	—	38 00	59-3	8-9	—	—	—	—
Goshen, . . .	3	—	3	1	1	—	33 33	25-10	8-10	—	—	—	—
Granby, . . .	7	1	7	2	2	66 66	35 00	60	8-12	1	1	22	9
Greenwich, . . .	3	—	5	3	3	—	37 33	26-11	8-17	—	—	—	—
Hadley, . . .	11	1	13	3	3	80 00	30 16	99	9	1*	1	28	9-12
Hatfield, . . .	8	—	9	2	2	—	37 61	72	8-4	—	—	—	—
Huntington, . . .	12	2	14	6	8	97 00	34 00	92-5	8-4	1	2	32	10
Middlefield, . . .	6	—	9	2	5	—	34 00	49	8-6	—	—	—	—
Northampton, . .	94	6	96	39	42	118 00	45 07	733-10	8-8	1	10	288	9-10
Pelham, . . .	4	—	7	2	3	—	36 00	34	8-10	—	—	—	—
Plainfield, . . .	5	3	7	3	5	34 22	31 23	39-4	8	—	—	—	—
Prescott, . . .	5	1	7	—	3	26 00	32 85	41-5	8-5	—	—	—	—
Southampton, . .	8	—	8	4	4	—	34 00	72-10	9-1	—	—	—	—
South Hadley, . .	26	1	28	10	10	120 00	43 30	217	9-9	1	4	92	9-15
Ware, . . .	34	1	38	13	—	145 00	43 87	275-18	9-4	1	6	182	9-13
Westhampton, . .	5	—	9	6	7	—	32 80	42-10	8-10	—	—	—	—
Williamsburg, . .	16	3	16	5	7	56 20	32 35	138	9-4	2	3	67	{ 10 10
Worthington, . .	8	—	12	2	6	—	32 68	61-12	8-7	—	—	—	—
Totals, . . .	351	27	400	125	139	\$84 25	\$38 51	2,827-15	8-18	11	38	1,011	9-12
													\$11,784 00

* Hopkins Academy.

HAMPSHIRE COUNTY — CONTINUED.

TOWNS AND CITIES.	EXPENDITURES FOR THE SUPPORT OF PUBLIC SCHOOLS.							Total expenditure for the support of public schools, being the total of the seven preceding columns.	Amount included in the total expenditure as given in the preceding column, but derived from other sources than local taxation, such as aid from the state, voluntary contributions, income from local funds, etc.	Amount raised by local taxation and expended for the support of public schools, being the total expenditure diminished by contributions from other sources than local taxation.
	Teachers' wages.	Conveyance of pupils.	Fuel and care of school premises.	School committee, including clerical aid and truant service.	Superintendent of schools.	Text-books and school supplies.	School sundries.			
Amherst,	\$11,680 00	\$566 57	\$1,592 51	\$170 00	\$1,500 00	\$1,341 85	\$538 96	\$17,389 89	\$1,700 56	\$15,689 33
Belchertown,	5,368 40	15 00	398 00	283 50	-	500 39	73 44	6,638 73	1,353 24	5,285 49
Chesterfield,	1,608 60	-	121 17	54 50	225 00	175 83	22 45	2,207 55	825 89	1,381 66
Cummington,	2,413 00	270 00	206 97	52 00	375 00	214 72	23 70	3,555 39	2,110 89	1,444 50
Easthampton,	13,637 81	478 15	1,711 92	-	1,317 27	1,308 67	456 10	18,909 92	1,807 48	17,102 44
Enfield,	2,349 50	171 50	383 18	167 94	-	269 09	19 83	3,361 04	932 26	2,428 78
Goshen,	1,112 66	7 00	37 36	10 00	187 50	46 99	6 00	1,407 51	1,149 75	257 76
Granby,	1,989 50	407 45	303 04	80 00	375 00	142 84	52 08	3,349 91	1,002 76	2,347 15
Greenwich,	1,290 00	368 00	88 05	-	142 84	170 46	17 67	2,077 02	852 02	1,225 00
Hadley,	3,502 03	671 00	600 00	83 86	660 00	401 89	102 69	6,021 47	1,721 02	4,300 45
Hatfield,	2,979 80	9 00	586 96	70 00	480 00	353 19	43 35	4,522 30	695 81	3,826 49
Huntington,	3,830 05	306 15	670 90	5 00	550 00	478 00	140 00	5,980 10	1,288 30	4,691 80
Middlefield,	1,606 80	97 68	105 75	-	287 19	170 57	27 03	2,295 02	1,451 89	843 13
Northampton,	48,655 60	761 66	7,509 82	600 34	1,800 00	4,822 90	1,189 25	65,339 57	1,885 03	63,454 54
Pelham,	1,408 50	77 50	61 20	-	300 00	84 87	3 00	1,935 07	1,337 18	597 89
Plainfield,	1,348 40	-	74 05	-	312 50	92 57	5 52	1,833 04	1,308 04	525 00
Prescott,	1,418 00	82 50	80 95	25 00	178 56	150 77	16 55	1,952 33	1,143 84	808 49
Southampton,	2,922 00	108 00	181 98	60 00	139 33	93 00	12 00	3,516 31	1,311 09	2,205 22
South Hadley,	12,050 00	246 00	2,548 58	140 00	1,125 00	1,225 38	645 86	17,980 82	1,985 16	15,995 66
Ware,	17,276 00	947 25	5,880 34	120 00	1,950 00	1,943 76	1,734 56	29,851 91	340 75	29,511 16
Westhampton,	2,204 07	-	101 25	41 00	62 47	72 81	55 73	2,537 33	1,355 05	1,182 28
Williamsburg,	5,137 14	419 90	730 10	240 00	750 00	628 89	60 88	7,966 91	2,355 13	5,611 78
Worthington,	2,060 00	17 00	143 15	73 75	93 75	153 09	18 53	2,559 27	1,376 26	1,183 01
Totals,	\$147,847 86	\$6,027 31	\$24,117 23	\$2,276 89	\$12,811 41	\$14,842 53	\$5,265 18	\$213,188 41	\$31,289 40	\$181,899 01

SCHOOL RETURNS.

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HAMPSHIRE COUNTY — CONTINUED.

TOWNS AND CITIES.	EXPENDITURES FOR SCHOOL BUILDINGS.			Total expenditure for school buildings, being the total of the three preceding columns.	Amount included in the total expenditure for school buildings as given in the preceding column, but derived from other sources than local taxation.	Amount raised by local taxation and expended for school buildings.	Amount raised by local taxation and expended for support of the public schools and for school buildings, that is, for all school purposes.	LOCAL FUNDS WHOSE INCOME MUST BE APPROPRIATED TO THE PUBLIC SCHOOLS.		Log tax and other income voluntarily appropriated to the public schools.
	New school-houses.	Alterations and permanent repairs.	Ordinary repairs.					Principal.	Income.	
Amherst.	-	\$257 51	\$594 92	\$852 43	-	\$852 43	\$16,541 76	-	\$6,000 00	\$456 71
Belchertown.	-	-	96 57	96 57	-	96 57	5,382 06	-	\$242 40	-
Chesterfield.	-	-	13 55	13 55	-	13 55	1,395 21	-	500 00	124 16
Cummington.	-	96 20	135 91	232 11	\$132 11	100 00	1,514 50	-	-	402 18
Easthampton.	\$36,512 51	100 00	668 11	37 280 62	-	37,280 62	54,383 06	-	-	-
Enfield.	-	-	-	-	-	-	2,428 78	-	-	-
Goshen.	-	48 33	3 08	51 41	-	51 41	309 17	-	-	-
Granby.	-	-	111 56	111 56	-	111 56	2,458 71	-	-	-
Greenwich.	-	368 65	65 97	434 62	-	434 62	1,659 62	30 00	500 00	-
Hadley.	-	-	314 83	314 83	-	314 83	4,615 28	-	-	154 83
Hatfield.	-	302 15	165 28	467 43	-	467 43	4,293 92	-	-	75 47
Huntington.	-	-	47 36	47 36	-	47 36	4,739 16	-	-	-
Middlefield.	-	200 68	54 25	254 93	100 68	154 25	997 38	-	-	1,366 98
Northampton.	-	-	2,210 57	2,210 57	-	2,210 57	65,665 11	113 54	3,000 00	86 67
Pelham.	-	-	136 01	136 01	-	136 01	733 90	-	-	-
Plainfield.	-	-	3 52	3 52	-	3 52	528 52	-	-	-
Prescott.	-	-	122 18	122 18	-	122 18	930 67	-	-	-
Southampton.	-	-	80 55	80 55	-	80 55	2,285 77	-	-	296 52
South Hadley.	-	184 47	684 20	868 67	-	868 67	16,864 33	-	-	-
Ware.	32,777 00	1,000 00	564 89	34,341 89	-	34,341 89	63,853 05	-	-	-
Westhampton.	-	83 12	21 20	104 32	-	104 32	1,286 60	-	-	162 62
Williamsburg.	-	-	413 84	413 84	-	413 84	6,025 62	-	20,000 00	104 68
Worthington.	-	-	70 64	70 64	-	70 64	1,253 65	-	3,724 83	-
Totals.	\$69,289 51	\$2,641 11	\$6,578 99	\$78,509 61	\$232 79	\$78,276 82	\$260,175 83	\$1,206 83	\$33,724 83	\$3,230 82

BOARD OF EDUCATION.

HAMPSHIRE COUNTY — CONCLUDED.

[illegible]

SCHOOL RETURNS.

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	544 76	-	-	-	-	-	-	-	-	\$83,250 27
Southern,	
South Hadley,	376 34	-	-	-	-	-	-	-	-	
Ware,	"	-	-	1	-	-	-	-	-	
Westhampton,	544 76	-	-	-	-	-	-	-	-	
Williamsburg,	526 34	-	-	-	-	-	-	-	-	
Worthington,	300 00	-	-	-	-	-	-	-	-	
Totals,	\$8,958 81	\$19 00	4	388	8	1,160	\$15,593 75	\$20,200 00	\$1,039,351 94	\$83,250 27

MIDDLESEX COUNTY.

TOWNS AND CITIES.	Population - U. S. Census of 1900.	Valuation - May 1, 1902.	No. of public schools.	SCHOOL CENSUS DATA SEPT. 1, 1902.		SCHOOL MEMBERSHIP AND ATTENDANCE DATA FOR THE SCHOOL YEAR.							
				No. of persons in towns between 5 and 15 years of age.	No. of persons in towns between 7 and 14 years of age.	No. of different pupils within the public schools during the school year.	No. of different pupils within the year under 5 years of age.	No. of different pupils within the year over 15 years of age.	No. of different pupils within the year between 7 and 14 years of age.	Average membership of all the schools.	Average attendance of all the schools.	Percentage of attendance based on average membership.	
Acton, .	2,120	\$1,672,463	11	319	233	350	-	27	222	294	268	.91	
Arlington, .	8,603	9,548,542	43	1,659	1,207	1,711	21	142	968	1,526	1,409	.92	
Ashby, .	876	483,278	5	120	81	143	-	24	101	128	117	.92	
Ashland, .	1,525	1,053,733	9	226	163	295	5	25	194	269	255	.95	
Ayer, .	2,446	1,610,995	11	464	316	505	10	62	311	465	436	.93	
Bedford, .	1,208	1,128,263	4	200	146	188	1	5	134	169	154	.91	
Belmont, .	3,929	5,369,755	20	672	457	667	-	82	410	613	552	.90	
Billerica, .	2,775	2,146,938	15	460	383	505	1	49	317	450	412	.92	
Boxborough, .	316	236,173	4	62	40	49	1	1	36	44	41	.93	
Burlington, .	593	572,379	2	73	57	69	-	1	57	58	52	.90	
Cambridge, .	91,886	98,139,885	328	15,587	10,834	15,648	981	1,329	9,467	14,244	13,215	.93	
Carlisle, .	480	367,915	3	78	57	87	1	3	61	70	62	.88	
Chelmsford, .	3,984	2,673,290	20	741	537	802	17	61	492	671	600	.89	
Concord, .	5,652	5,068,201	20	884	621	1,099	3	196	622	988	926	.94	
Dracut, .	3,253	2,128,100	15	653	477	526	3	6	427	471	418	.89	
Dunstable, .	427	305,977	2	72	43	72	-	4	48	56	50	.90	
Everett, .	24,336	20,205,500	128	5,034	3,551	5,533	8	442	3,542	5,123	4,819	.94	
Frammingham, .	11,302	8,750,330	49	1,834	1,117	2,200	42	250	1,449	2,001	1,846	.92	
Groton, .	2,032	2,943,180	13	366	262	436	7	52	272	366	336	.92	
Holliston, .	2,598	1,513,832	13	415	301	478	-	49	320	407	382	.94	
Hopkinton, .	2,623	1,692,695	13	401	286	468	9	40	305	419	397	.95	
Hudson, .	5,454	3,941,761	21	963	678	1,106	11	108	688	1,006	941	.94	
Lexington, .	3,831	5,649,180	19	679	463	815	4	119	472	723	644	.90	
Lincoln, .	1,127	2,350,070	5	132	98	128	-	3	99	113	102	.90	
Littleton, .	1,179	930,409	7	188	135	224	-	41	132	199	186	.93	
Lowell, .	94,969	71,894,907	281	14,437	10,606	12,776	710	1,007	8,066	10,480	9,515	.91	

SCHOOL RETURNS.

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[illegible]

BOARD OF EDUCATION.

MIDDLESEX COUNTY — CONTINUED.

TOWNS AND CITIES.	TEACHERS AND TEACHERS' WAGES.							LENGTH OF SCHOOLING.		HIGH SCHOOLS.				
	No. of teachers re-quired by the pub-lic schools.	No. of different male teachers employed during the school year.	No. of different fe-male teachers em-ployed during the school year.	No. of teachers that have graduated from normal schools.	No. of teachers that have attended nor-mal schools.	Average wages per month of male teachers.	Average wages per month of female teachers.	Aggregate of months all the public schools have been kept during the school year.	A'v'g No. of months the public schools have been kept during the year.	No. of high schools.	No. of teachers.	No. of pupils.	Length of schooling.	Principal's salary.
Acton, .	12	1	13	7	7	\$100 00	\$42 20	101	9-4	1	2	29	10	\$1,000 00
Arlington, .	50	3	49	21	22	237 50	60 00	407-13	9-10	1	9	242	9-10	2,200 00
Ashby, .	5	2	4	2	3	40 00	39 25	40-8	8-2	1	1	27	9-10	450 00
Ashland, .	10	1	9	7	7	100 00	38 22	76	8-9	1	2	29	9-12	1,000 00
Ayer, .	13	1	13	5	8	110 00	41 75	98-9	8-19	1	3	79	9-16	1,100 00
Bedford, .	4	-	4	2	3	-	43 16	37-3	9-6	1	-	-	-	-
Belmont, .	21	1	20	8	10	160 00	58 00	185	9-5	1	4	94	9-5	1,600 00
Billerica, .	16	4	12	4	9	73 33	40 50	132-9	8-17	1*	2	60	9-12	1,000 00
Boxborough, .	4	-	5	2	2	-	37 70	34	8-10	-	-	-	-	-
Burlington, .	3	-	4	2	2	-	41 00	20	10	-	-	-	-	-
Cambridge, .	417	37	391	224	245	173 00	70 69	3,280	10	3	63	1,312	{ 10 10 10	3,000 00 3,000 00 3,000 00
Carlisle, .	3	-	3	-	-	-	38 67	26-11	8-17	-	-	-	-	850 00
Chelmsford, .	21	2	20	9	10	85 00	39 74	175	8-15	2	4	65	{ 9-12 9-12 9-12	850 00 850 00 2,000 00
Concord, .	30	4	27	13	13	102 50	55 53	188-10	9-8	1	9	273	-	-
Dracut, .	17	-	22	14	19	-	42 60	130-3	8-14	-	-	-	-	-
Dunstable, .	2	-	2	2	2	-	38 00	18	9	-	-	-	-	-
Everett, .	149	11	149	75	96	136 25	59 69	1,174-8	9-4	1	13	330	9-8	2,300 00
Framingham, .	60	5	55	48	53	134 60	51 43	412-13	8-8	1	8	245	9-10	2,100 00
Groton, .	15	1	14	1	6	150 00	41 07	118-13	9-2	1	3	76	9-13	1,550 00
Holliston, .	16	2	14	5	8	86 73	45 80	115-17	8-18	1	3	45	9-16	850 00
Hopkinton, .	15	1	18	5	7	-	42 00	112-10	8-13	1	3	69	9-10	1,000 00
Hudson, .	26	3	27	3	12	122 63	43 16	184-16	8-13	1	5	151	9-15	1,400 00
Lexington, .	19	-	19	4	10	120 00	51 76	174-17	9-4	1	4	105	9-9	1,600 00
Lincoln, .	5	-	5	2	2	-	55 70	47-10	9-10	-	-	-	-	-

SCHOOL RETURNS.

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Littleton,	9	1	10	3	90 00	45 75	63-13	9-2	1	3	52	10	900 00
Lowell,	307	21	316	106	172 37	60 02	2,556	9-2	1	33	880	9-7	3,000 00
Malden,	179	17	175	79	148 46	60 61	1,349-15	9-6	1	20	601	9-6	2,400 00
Marlborough,	65	3	70	14	119 64	53 86	558	9-9	1	11	279	9-14	1,800 00
Maynard,	16	1	16	10	110 00	44 00	133-10	9-11	1	3	40	10	1,100 00
Medford,	97	15	92	46	139 38	59 35	700-19	9-9	1	17	513	9-9	2,500 00
Melrose,	86	13	87	39	129 38	53 85	613-14	9-1	1	12	334	9-9	2,100 00
Natick,	50	5	47	27	124 31	48 50	447-15	9-5	1	10	291	9-19	2,000 00
Newton,	198	19	199	125	205 31	65 21	1,246-2	9-6	1	27	785	9-4	3,250 00
North Reading,	4	4	4	2	-	47 00	33-4	8-6	1	3	-	-	-
Pepperell,	24	1	23	13	100 00	39 28	170-10	8-2	1	3	92	9-8	1,000 00
Reading,	29	3	33	20	127 50	47 87	189-25	9-5	1	7	169	8-19	1,750 00
Sherborn,	7	1	8	5	55 00	36 00	52-10	8-15	1†	2	13	9-5	500 00
Shirley,	8	1	10	6	-	38 50	56-4	9-7	-	-	-	-	-
Somerville,	285	27	267	113	173 60	68 97	2,145-6	9-5	2	44	1,146	9-4	3,000 00
Stoneham,	29	1	31	10	170 00	47 05	213-9	8-10	1	5	155	9-1	3,000 00
Stow,	6	1	7	2	80 00	36 67	54-10	9-2	1	1	25	9-10	1,700 00
Sudbury,	8	1	8	3	80 55	41 14	59-19	8-11	1	2	22	9-10	760 00
Tewksbury,	15	1	15	11	85 00	45 80	103-5	8-12	1	2	36	8-13	725 00
Townsend,	10	1	11	2	62 25	38 67	78-2	8-14	1	2	40	9-14	900 00
Tyngsborough,	5	-	5	5	-	45 00	42-16	8-12	-	-	-	9-12	625 00
Wakefield,	59	6	55	30	100 00	48 91	477-10	9-11	1	12	309	9-13	2,000 00
Waltham,	87	8	82	42	160 00	61 98	633	9-6	1	12	332	9-6	2,000 00
Watertown,	40	4	38	19	153 75	56 43	285-4	9-4	1	6	117	9-10	2,100 00
Wayland,	17	2	17	10	100 93	41 84	115-12	8-18	1	3	54	9-11	1,000 00
Westford,	16	2	15	10	124 44	43 30	144-15	9-5	1†	2	38	9-15	1,800 00
Weston,	9	1	10	4	189 47	59 27	66-10	9-10	1	3	65	9-10	1,800 00
Wilmington,	11	1	13	9	80 00	39 70	87-7	8-15	1	2	27	9-9	800 00
Winchester,	48	5	48	23	131 25	51 91	334-11	9-6	1	9	284	9-11	2,000 00
Woburn,	70	6	67	14	125 00	53 00	544-16	9-4	1	11	302	9-4	1,900 00
Totals,	2,727	247	2,680	1,115	\$149 64	\$58 74	20,850-3	9-5	48	402	10,232	9-10	\$80,260 00

* Howe Academy.

† United with Savin Academy.

‡ Westford Academy.

MIDDLESEX COUNTY — CONTINUED.

TOWNS AND CITIES.	EXPENDITURES FOR THE SUPPORT OF PUBLIC SCHOOLS.							Amount included in the total expenditure as given in the preceding column, but derived from other sources than local taxation, such as aid from the State, voluntary con- tributions, income from local funds, etc.	Amount raised by local taxation and expended for the support of public schools, being the total expenditure for such support diminished by contributions from other sources than local taxa- tion.	
	Teachers' wages.	Conveyance of pupils.	Fuel and care of school premises.	School committee, including clerical aid and tran- service.	Superintendent of schools.	Text-books and school supplies.	School sundries.			
Acton, .	\$5,135 00	\$1,251 75	\$1,069 76	\$96 70	\$480 00	\$489 14	\$187 13	\$8,709 48	\$801 34	\$7,908 14
Arlington, .	30,413 76	-	6,129 46	50 00	2,500 00	2,709 93	842 89	42,646 04	143 09	42,502 95
Ashby, .	1,954 48	1,135 25	312 60	4 00	600 00	156 90	34 50	4,197 73	1,505 73	2,692 00
Ashland, .	4,495 50	932 00	887 50	71 00	600 00	478 49	156 22	7,620 71	1,289 75	6,330 96
Ayer, .	6,127 50	-	1,169 39	-	800 00	1,053 07	290 28	9,440 24	1,512 80	7,927 44
Bedford, .	3,268 87	973 00	639 22	-	450 01	249 37	31 82	5,611 79	923 79	4,688 00
Belmont, .	14,208 24	625 00	3,000 47	50 00	1,500 00	1,422 30	400 67	21,206 68	-	21,206 68
Billerica, .	6,026 39	563 50	1,846 55	180 00	720 00	552 05	173 20	10,061 69	625 00	9,436 69
Boxborough, .	2,032 00	-	108 90	16 17	150 00	60 50	22 40	2,389 97	1,373 41	1,016 56
Burlington, .	1,587 60	507 75	410 87	40 00	250 00	86 56	22 36	2,905 14	583 31	2,321 83
Cambridge, .	338,161 25	300 00	50,990 55	7,920 00	4,700 00	19,372 91	3,500 60	424,945 31	8,030 81	416,914 50
Carlisle, .	1,250 00	527 00	146 47	-	225 00	80 77	3 90	2,233 14	923 31	1,309 83
Chelmsford, .	9,098 75	1,281 75	2,250 41	241 40	1,125 00	938 53	416 75	15,352 59	1,377 84	13,974 75
Concord, .	21,706 99	3,041 50	3,147 62	197 50	500 00	2,580 69	1,422 18	32,536 48	6,220 26	26,376 22
Dracut, .	8,130 20	718 00	1,340 48	59 30	653 32	680 25	585 46	12,167 01	977 90	11,189 11
Dunstable, .	861 50	826 00	314 91	10 00	150 00	77 07	243 31	2,482 79	1,261 00	1,221 79
Everett, .	88,758 67	-	13,379 85	725 00	2,380 00	13,305 28	2,573 02	121,121 82	-	121,121 82
Frammingham, .	32,666 13	1,425 00	6,858 74	39 50	2,000 00	3,874 36	2,147 62	49,011 35	419 39	48,591 96
Groton, .	6,752 00	505 75	985 88	20 00	750 00	543 48	389 78	9,646 89	302 62	9,344 27
Holliston, .	6,464 70	1,126 50	1,307 74	37 40	635 00	632 34	175 23	10,378 91	1,798 49	8,580 42
Hopkinton, .	6,982 70	806 87	1,270 75	16 00	900 00	495 23	243 25	10,714 80	1,397 20	9,317 60
Hudson, .	12,810 27	912 00	2,845 77	150 00	1,080 00	1,673 20	259 36	19,730 60	11 55	19,719 05
Lexington, .	12,635 15	1,999 14	2,197 35	333 55	300 00	1,202 76	438 96	19,106 91	387 00	18,719 91
Lincoln, .	4,433 92	1,237 20	305 73	3 50	447 92	166 64	85 83	6,680 74	653 46	6,027 28
Littleton, .	4,361 64	948 00	759 55	330 00	330 00	400 80	82 22	6,882 21	991 34	5,890 87
Lowell, .	228,924 00	158 00	46,039 01	5,148 25	3,000 00	14,669 05	18,908 49	316,866 80	-	316,866 80

SCHOOL RETURNS.

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Malden,	125,380 34	204 00	19,421 33	1,720 00	2,500 00	9,323 37	4,949 05	163,498 09	659 55	162,838 54
Marlborough,	36,391 67	866 65	7,096 24	750 00	2,100 00	5,099 07	1,113 80	53,417 43	269 00	53,148 43
Maynard,	8,197 00	57 00	1,705 09	238 00	312 50	1,207 42	545 83	12,262 84	294 76	11,968 08
Medford,	71,394 72	-	14,584 00	1,150 00	2,800 00	6,749 49	3,655 59	100,333 80	249 00	100,084 80
Melrose,	53,589 01	509 00	12,545 67	475 00	2,200 00	5,199 95	2,830 25	77,348 88	-	77,348 88
Melrose,	28,309 67	35 55	4,320 74	50 00	1,800 00	2,298 31	1,820 75	38,653 02	376 50	38,258 52
Newton,	154,825 51	987 77	24,895 24	2,479 96	3,600 00	10,553 70	5,034 92	202,377 10	-	202,377 10
North Reading,	1,646 48	738 00	293 08	57 00	148 32	343 89	5 00	3,231 77	520 81	2,710 96
Pepperell,	8,675 00	901 50	2,230 37	231 50	160 00	943 63	434 12	13,576 12	376 34	13,199 78
Reading,	16,750 08	495 00	3,200 45	20 00	1,000 00	1,601 62	2,766 57	25,833 72	-	25,833 72
Sherborn,	2,367 36	1,074 30	468 53	64 50	300 00	248 74	36 20	4,559 63	983 65	3,575 98
Shirley,	3,496 04	463 50	575 46	105 00	437 14	362 19	157 36	5,586 69	1,297 84	4,288 85
Somerville,	229,410 00	-	33,151 00	2,040 00	3,000 00	15,039 00	4,107 00	286,747 00	42 00	286,705 00
Stonham,	16,047 38	7 40	3,922 66	140 25	1,000 00	1,736 45	943 34	23,797 48	145 50	23,651 98
Stow,	2,334 50	309 50	453 97	115 00	100 00	344 68	99 15	3,756 80	935 62	2,821 18
Sudbury,	3,558 00	1,753 00	484 49	47 03	450 00	371 34	162 30	6,826 16	881 88	5,944 28
Tewksbury,	6,571 30	535 00	1,284 52	150 00	713 32	430 30	25 00	9,709 44	956 81	8,752 63
Townsend,	4,136 75	1,030 05	879 66	1 00	900 00	361 25	78 76	7,407 47	1,535 18	5,872 29
Tyngsborough,	2,765 50	1,113 00	544 45	25 00	192 48	118 78	74 59	4,833 80	1,386 34	3,447 46
Wakefield,	34,286 71	268 50	7,211 75	-	1,687 50	3,782 72	1,386 88	48,624 06	1,346 00	47,278 06
Waltham,	65,973 55	909 50	12,472 17	900 00	2,200 00	5,159 92	1,324 04	88,939 18	-	88,939 18
Watertown,	29,553 20	366 50	5,323 45	100 00	1,900 00	2,368 50	1,154 95	40,766 60	-	40,766 60
Wayland,	6,738 70	1,240 70	1,556 19	-	750 00	918 58	67 22	11,301 39	1,370 85	9,930 54
Westford,	6,827 09	483 00	917 30	4 75	800 00	569 11	230 50	9,841 75	1,086 84	8,754 91
Weston,	7,293 00	2,989 00	2,310 19	450 00	100 00	803 87	75 00	14,021 06	-	14,021 06
Wilmington,	4,704 00	-	1,161 20	105 00	580 36	553 60	95 66	7,199 82	1,254 94	5,944 88
Winchester,	27,739 07	660 50	3,722 59	442 13	1,700 00	3,104 47	1,563 93	38,932 69	-	38,932 69
Woburn,	42,376 94	108 00	5,936 53	678 00	2,000 00	2,369 35	991 54	54,460 36	624 01	53,836 35
Totals,	\$1,860,585 78	\$39,926 88	\$322,403 85	\$27,948 39	\$62,657 87	\$149,944 97	\$69,366 23	\$2,532,833 97	\$50,103 81	\$2,482,730 16

BOARD OF EDUCATION.

MIDDLESEX COUNTY — CONTINUED.

TOWNS AND CITIES.	EXPENDITURES FOR SCHOOL BUILDINGS.				Total expenditure for school buildings, being the total of the three preceding columns.	Amount included in the total expenditure for school buildings as given in the preceding column, but derived from other sources than local taxation.	Amount raised by local taxation and expended for school buildings.		Amount raised by local taxation and expended for school purposes.	LOCAL FUNDS WHOSE INCOME MUST BE APPROPRIATED TO THE PUBLIC SCHOOLS.		Dog tax and other income voluntarily appropriated to the public schools.
	New school-houses.	Alterations and permanent repairs.	Ordinary repairs.							Principal.	Income.	
Acton,	-	\$677 43	\$212 96		\$890 39		\$890 39	\$8,798 63		\$35,031 93	\$143 09	\$285 70
Arlington,	-	-	987 05		987 05		987 05	43,490 00		636 00	37 57	-
Ashby,	-	-	20 37		20 37		20 37	2,712 37		-	-	-
Ashland,	-	-	354 94		354 94		354 94	6,685 90		-	-	-
Ayer,	-	169 51	336 82		506 33		506 33	8,433 77		-	-	334 04
Bedford,	-	-	297 25		297 25		297 25	4,985 25		-	-	-
Belmont,	-	795 70	864 37		1,660 07		1,660 07	22,866 75		-	-	-
Billerica,	-	-	392 26		392 26		392 26	9,828 95		-	-	-
Boxborough,	-	-	38 40		38 40		38 40	1,054 96		-	-	-
Burlington,	-	-	42 35		42 35		42 35	2,364 18		-	-	119 81
Cambridge,	\$34,061 50	1,600 69	12,036 23		47,698 42		47,698 42	464,612 92		-	621 56	-
Carlisle,	-	-	47 99		47 99		47 99	1,357 82		-	-	-
Chelmsford,	6,829 94	889 17	60 07		7,779 18	\$100 00	7,679 18	21,653 83		26,300 00	1,095 73	561 60
Concord,	-	-	625 01		625 01		625 01	27,001 23		3,000 00	115 46	-
Dracut,	-	-	251 26		251 26		251 26	11,440 37		-	-	-
Dunstable,	-	39 95	68 00		107 95		107 95	1,329 74		-	-	-
Everett,	-	-	4,254 71		4,254 71		4,254 71	125,376 53		-	-	-
Framingham,	-	590 10	918 48		1,508 58		1,508 58	50,100 54		1,258 94	75 54	1,132 42
Groton,	412 53	488 20	-		880 73		880 73	10,525 00		-	-	-
Holliston,	-	-	452 04		452 04		452 04	9,032 46		-	-	-
Hopkinton,	-	-	274 20		274 20		274 20	9,591 80		5,386 00	233 44	411 26
Hudson,	-	13,955 00	665 54		14,620 54		14,620 54	34,339 59		-	-	416 78
Lexington,	62,853 92	3,105 33	478 82		66,438 07		66,438 07	85,157 98		500 00	20 00	-
Lincoln,	-	-	576 44		576 44		576 44	6,603 72		1,209 21	46 20	-
Littleton,	-	-	215 45		215 45		215 45	6,106 32		3,500 00	210 00	295 49
Lowell,	-	-	25,866 40		25,866 40		25,866 40	342,733 20		-	-	-

SCHOOL RETURNS.

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Malden,	-	5,000 00	6,727 12	11,727 12	-	11,727 12	174,565 66	-	-	-	-	-
Marborough, . .	-	-	2,247 63	2,247 63	-	2,247 63	55,396 06	-	62 64	-	-	-
Maynard,	25,000 00	2,507 34	-	27,507 34	-	27,507 34	39,475 42	-	-	-	-	-
Medford,	-	50,622 00	-	52,203 48	-	52,203 48	152,288 28	-	-	-	-	-
Melrose,	-	-	1,581 47	3,831 17	-	3,831 17	81,180 05	-	-	-	-	-
Metuck,	-	-	1,222 85	15,815 21	-	15,815 21	54,073 73	-	-	-	-	-
Newton,	-	10,460 80	-	10,460 80	-	10,460 80	212,837 90	-	-	-	-	2,579 94
North Reading, .	-	-	121 55	121 55	-	121 55	2,832 51	-	-	-	-	-
Pepperell,	-	230 24	583 38	813 62	-	813 62	14,013 40	-	-	-	-	-
Reading,	-	-	746 52	746 52	-	746 52	26,580 24	-	-	-	-	-
Reading,	-	-	35 23	64 60	-	64 60	3,640 58	-	-	-	-	-
Sherborn,	-	29 37	416 24	545 35	-	545 35	4,834 20	-	-	-	-	-
Shirley,	-	-	11,079 00	69,580 00	-	69,580 00	356,245 00	-	-	-	-	-
Somerville, . . .	56,501 00	2,000 00	-	-	-	-	-	-	-	-	-	-
Stoneman,	-	-	431 97	431 97	-	431 97	24,083 95	-	-	-	-	-
Stow,	-	-	24 30	24 30	-	24 30	2,845 48	-	-	-	-	-
Sudbury,	-	-	27 52	27 52	-	27 52	5,971 80	-	-	-	-	-
Tewksbury, . . .	-	-	617 23	617 23	-	617 23	9,369 86	-	-	-	-	-
Townsend,	-	250 00	93 64	343 64	-	343 64	6,215 93	-	-	-	-	-
Tyngsborough, .	-	-	165 06	165 06	-	165 06	3,612 52	-	-	-	-	-
Wakefield,	35,527 55	697 11	1,120 86	37,345 52	-	37,345 52	84,623 58	-	-	-	-	-
Waltham,	101,017 43	-	5,795 85	106,813 28	-	106,813 28	195,752 46	-	-	-	-	-
Watertown,	-	-	2,266 01	2,266 01	-	2,266 01	43,032 61	-	-	-	-	-
Wayland,	-	469 22	102 54	571 76	-	571 76	10,302 30	-	-	-	-	-
Westford,	-	384 69	135 48	520 17	-	520 17	9,275 08	-	-	-	-	-
Weston,	-	-	667 20	667 20	-	667 20	14,688 26	-	-	-	-	-
Wilmington, . . .	-	200 00	101 11	301 11	-	301 11	6,245 99	-	-	-	-	-
Winchester,	-	-	1,051 45	1,051 45	-	1,051 45	39,984 14	-	-	-	-	-
Woburn,	-	5,670 42	2,083 24	7,753 66	-	7,753 66	61,590 01	-	-	-	-	-
Totals,	\$228,464 83	\$109,559 91	\$93,325 91	\$531,350 65	\$100 00	\$531,250 65	\$3,013,980 81	\$133,966 52	\$5,601 94	\$183,966 52	\$7,338 05	

BOARD OF EDUCATION.

MIDDLESEX COUNTY — CONCLUDED.

TOWNS AND CITIES.	Town's share of school fund income paid Jan. 25, 1903.	Amount of voluntary contributions expended on the public schools but not included in expenditures by the town or city.	ACADEMIES AND PRIVATE SCHOOLS.				ESTIMATED AMOUNT OF TUITION PAID IN —		FUNDS WHOSE INCOME MUST BE APPROPRIATED TO ACADEMIES OR PRIVATE SCHOOLS.	
			No. of academies.	No. of different academy pupils attending during the year.	No. of private schools.	No. of different private school pupils attending during the year.	Academies.	Private schools.	Principal.	Income.
Acton, .	\$426 34	\$15 00	1	1	2	200	—	—	—	—
Arlington, .	623 34	—	—	—	—	—	—	—	—	—
Ashby, .	426 34	—	—	—	—	—	—	—	—	—
Ashland, .	344 76	148 77	—	—	—	—	—	—	—	—
Ayer, .	344 76	—	—	—	—	—	—	—	—	—
Bedford, .	—	—	—	—	—	—	—	—	—	—
Belmont, .	—	275 00	1	26	—	—	\$590 00	—	\$50,000 00	\$8,000 00
Billerica, .	291 76	—	—	42	—	—	500 00	—	—	—
Boxborough, .	495 81	—	1	—	—	—	—	—	—	—
Burlington, .	395 81	—	—	—	16	3,451	—	\$40,020 00	—	—
Cambridge, .	—	—	—	—	—	—	—	—	—	—
Carlisle, .	495 81	—	—	—	—	—	—	—	—	—
Chelmsford, .	376 34	—	1	20	3	38	5,000 00	5,300 00	125,000 00	—
Concord, .	—	—	—	—	—	—	—	—	—	—
Dracut, .	376 34	—	—	—	—	—	—	—	—	—
Dunstable, .	544 76	—	—	—	1	25	—	2,000 00	20,000 00	—
Everett, .	—	—	—	—	—	—	—	—	—	—
Framingham, .	—	—	—	—	—	—	—	—	—	—
Groton, .	376 34	—	2	188	—	—	123,340 00	—	75,000 00	3,000 00
Holliston, .	344 76	—	—	—	—	—	—	—	—	—
Hopkinton, .	344 76	—	—	—	—	—	—	—	—	—
Hudson, .	—	—	—	—	—	—	—	—	—	—
Lexington, .	—	—	—	—	2	31	—	1,000 00	—	—
Lincoln, .	294 76	—	—	—	—	—	—	—	—	—
Littleton, .	526 34	—	—	—	—	—	—	—	—	—
Lowell, .	—	—	2	209	11	4,842	15,000 00	3,700 00	100,000 00	4,500 00

SCHOOL RETURNS.

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Malden,	229 00	-	-	-	4	1,247	-	6,500 00	125,000 00	-
Marlborough,	50 00	-	-	250	2	272	3,000 00	1,000 00	65,000 00	-
Maynard,	294 76	-	-	-	2	15	-	800 00	-	-
Medford,	526 00	-	-	-	2	23	-	-	-	-
Melrose,	1,000 00	-	-	-	1	61	-	10,000 00	-	-
Natick,	-	-	-	274	1	1,132	19,525 00	29,675 00	-	-
Newton,	-	-	-	-	7	-	-	-	-	-
North Reading,	-	-	-	-	-	-	-	-	-	-
Pepperell,	395 81	-	-	-	-	-	-	-	-	-
Reading,	376 34	-	-	-	-	-	-	-	-	-
Sherborn,	444 76	-	-	-	-	-	-	-	19,950 00	1,199 20
Shirley,	444 76	-	-	-	-	-	-	-	-	-
Somerville,	-	-	-	-	2	1,672	-	-	-	-
Stonham,	-	-	-	-	-	-	-	-	-	-
Stow,	444 76	-	-	-	-	-	-	-	-	-
Sudbury,	426 34	-	-	-	-	-	-	-	-	-
Tewksbury,	344 76	-	-	-	-	-	-	-	-	-
Townsend,	344 76	-	-	-	-	-	-	-	-	-
Tyngsborough,	626 34	-	-	-	-	-	-	-	-	-
Wakefield,	-	-	-	-	1	11	-	300 00	-	-
Waltham,	-	-	-	39	4	1,228	6,185 57	1,600 00	84,568 12	3,279 16
Watertown,	200 00	-	-	-	1	500	-	-	-	-
Wayland,	1,000 00	-	-	-	1	6	-	312 00	-	-
Westford,	426 34	-	-	-	-	-	-	-	-	-
Weston,	-	-	-	-	-	-	-	-	-	-
Wilmington,	426 34	-	-	-	-	-	-	-	-	-
Winchester,	-	-	-	-	1	15	-	1,000 00	-	-
Woburn,	-	-	-	-	1	340	-	-	-	-
Totals,	\$12,457 54	\$3,447 77	12	1,048	63	15,109	\$173,140 57	\$103,207 00	\$664,518 12	\$19,978 36

NANTUCKET COUNTY.

TOWNS AND CITIES.	Population—U. S. Census of 1900.	Valuation—May 1, 1902.	No. of public schools.	SCHOOL CENSUS DATA SEPT. 1, 1902.		SCHOOL MEMBERSHIP AND ATTENDANCE DATA FOR THE SCHOOL YEAR.									
				No. of persons in towns between 5 and 15 years of age.	No. of persons in towns between 7 and 14 years of age.	No. of different pupils of all ages in the public schools during the school year.	No. of different pupils within the year under 5 years of age.	No. of different pupils within 15 years of age.	No. of different pupils within the year between 7 and 14 years of age.	Average membership of all the schools.	Average attendance of all the schools.	Percentage of attendance based on average membership.			
Nantucket, . . .	3,006	\$3,338,192	11	396	271	437	5	52	261	380	352	.92			

NORFOLK COUNTY.

Avon,	1,741	\$872,715	8	298	226	364	—	24	228	313	288	.92
Bellingham,	1,682	785,385	9	297	213	317	—	12	246	273	255	.94
Braintree,	5,981	4,764,275	33	1,131	812	1,396	150	148	822	1,176	1,034	.88
Brookline,	19,935	86,093,800	88	3,193	2,257	3,703	377	408	2,220	3,189	2,912	.91
Canton,	4,584	3,719,550	18	801	636	688	2	74	445	584	530	.91
Cohasset,	2,759	6,324,635	12	382	271	480	—	57	294	403	370	.92
Dedham,	7,457	9,964,775	39	1,261	882	1,650	151	174	892	1,431	1,328	.93
Dover,	656	890,990	5	148	96	123	—	4	88	116	106	.92
Foxborough,	3,266	1,925,633	15	492	358	642	8	72	406	524	483	.92
Franklin,	5,017	3,600,270	17	993	707	764	2	96	525	681	630	.93
Holbrook,	2,229	1,250,915	12	500	307	500	4	28	349	418	392	.94
Hyde Park,	13,244	11,674,600	46	2,183	1,653	1,990	—	249	1,155	1,646	1,538	.93
Medfield,	2,926	1,502,723	8	231	165	265	6	29	162	238	216	.91
Medway,	2,761	1,430,490	13	437	288	651	—	45	352	439	428	.93
Millis,	1,053	733,565	6	226	169	258	1	18	164	219	183	.88
Milton,	6,578	21,451,336	48	1,255	897	1,507	155	149	862	1,262	1,173	.92
Needham,	4,016	3,746,611	22	733	519	724	5	67	472	674	617	.92
Norfolk,	980	612,862	5	127	91	144	—	12	111	130	119	.92

SCHOOL RETURNS.

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Norwood,	.	.	5,480	4,601,910	33	1,303	934	1,381	-	87	846	1,296	1,199	.93
Quincy, .	.	.	23,899	22,156,692	123	5,621	4,367	5,500	9	362	3,952	4,948	4,584	.92
Randolph,	.	.	3,993	1,950,600	17	639	445	715	9	63	459	645	599	.92
Sharon, .	.	.	2,060	2,004,827	10	312	234	354	1	34	242	298	262	.88
Stoughton,	.	.	5,442	3,037,625	19	987	696	795	5	72	540	741	672	.91
Walpole,	.	.	3,572	2,905,886	18	666	449	702	1	66	491	637	566	.88
Wellesley,	.	.	5,072	9,660,275	24	659	472	791	33	104	478	733	678	.93
Westwood,	.	.	1,112	1,827,298	6	200	144	178	3	-	130	154	141	.92
Weymouth,	.	.	11,324	6,797,955	50	1,873	1,472	2,207	48	215	1,358	1,968	1,831	.93
Wrentham,	.	.	2,720	1,680,434	14	420	386	513	6	59	341	429	393	.92
Totals,	.	.	151,539	\$217,968,632	718	27,298	20,146	29,202	977	2,728	18,630	25,585	23,527	.92

BOARD OF EDUCATION.

NANTUCKET COUNTY — CONTINUED.

TOWNS AND CITIES.	TEACHERS AND TEACHERS' WAGES.						LENGTH OF SCHOOLING.				HIGH SCHOOLS.			
	No. of teachers required by the public schools.	No. of different male teachers employed during the school year.	No. of different female teachers employed during the school year.	No. of teachers that have graduated from normal schools.	No. of teachers that have attended normal schools.	Average wages per month of male teachers.	Average wages per month of female teachers.	Aggregate of months all the public schools have been kept during the school year.	Ave No. of months the public schools have been kept during the year.	No. of high schools.	No. of teachers.	No. of pupils.	Length of schooling.	Principal's salary.
Nantucket, . . .	14	1	14	2	2	\$100 00	\$33 27	108	9-16	1	4	65	10	\$1,000 00

NORFOLK COUNTY — CONTINUED.

Avon, . . .	9	1	10	5	8	\$100 00	\$38 00	72	9	1	2	44	9	\$900 00
Bellingham, . . .	9	2	10	2	3	-	41 55	81	9	1	5	-	-	-
Braintree, . . .	35	2	37	-	-	100 00	47 88	303-15	9-4	1	17	144	9-3	1,200 00
Brookline, . . .	126	12	116	44	52	190 00	71 84	827-4	9-8	1	391	391	9-8	3,500 00
Canton, . . .	21	2	19	8	8	115 00	50 31	180	10	1	3	101	10	1,500 00
Cohasset, . . .	14	2	12	2	4	115 00	48 50	120	10	1	3	81	10	1,700 00
Dedham, . . .	40	4	49	28	28	143 33	56 23	362-14	9-7	1	7	183	9-6	2,000 00
Dover, . . .	6	1	5	2	3	46 00	39 20	43-11	8-14	1	2	20	9-5	437 00
Foxborough, . . .	17	3	17	6	11	101 08	46 61	135	9	1	3	64	9-5	1,320 00
Franklin, . . .	24	3	26	8	15	50 00	41 80	161-7	9-10	1	7	156	9-17	700 00
Hobrook, . . .	13	1	13	3	5	120 00	38 63	112-11	9-7	1	2	62	9-7	1,200 00
Hyde Park, . . .	46	7	55	11	27	141 67	48 50	460	10	1	11	291	10	2,000 00
Medfield, . . .	8	1	8	6	8	80 00	47 61	70-4	8-16	1	1	18	9-10	800 00
Medway, . . .	14	3	13	6	7	65 58	36 43	117-4	9	1	2	51	9-13	1,000 00
Millis, . . .	7	1	8	2	5	94 40	38 33	50-9	8-8	1	2	10	8-9	800 00
Milton, . . .	51	5	52	26	33	186 85	74 21	47-18	8-15	1	9	156	9-5	2,200 00
Needham, . . .	23	2	22	5	8	97 00	49 01	207-5	9-9	1	3	69	9-15	1,200 00
Norfolk, . . .	5	1	4	-	1	-40 00	42 55	44-13	8-19	1	1	28	9	504 00

Norwood,	34	2	42	21	26	110 00	52 30	317	9-12	1	6	96	9-17	1,400 00
Quincy, .	134	14	142	47	54	126 25	50 76	1,119	9-2	1	16	551	9-12	2,200 00
Randolph,	19	3	16	4	5	119 29	44 08	104-2	9-13	1	3	108	9	1,400 00
Sharon, .	11	1	13	7	8	110 00	46 50	94-19	9-10	1	2	24	9-11	1,100 00
Stoughton,	24	2	31	9	9	110 00	39 61	169-4	8-18	1	3	72	9-14	1,500 00
Walpole,	21	3	20	9	12	83 33	48 66	172-18	9-12	1	4	83	9-12	1,200 00
Wellesley,	36	1	37	15	16	210 00	56 40	216-15	9-1	1	5	106	9	2,100 00
Westwood,	6	2	5	4	4	63 15	50 92	57-17	9-13	1	8	239	9-3	-
Weymouth,	59	9	52	9	12	90 71	48 03	478-15	9-12	1	4	100	{ 10	1,000 00
Wrentham,	18	5	21	6	10	73 33	37 92	133	9-10	2	4	100	{ 10	800 00
Totals,	830	93	855	297	382	\$120 51	\$52 93	6,674-5	9-5	27	131	3,258	9-9	\$37,061 00

NANTUCKET COUNTY — CONTINUED.

TOWNS AND CITIES.	EXPENDITURES FOR THE SUPPORT OF PUBLIC SCHOOLS.						
	Teachers' wages.	Conveyance of pupils.	Fuel and care of school premises.	School committee, including clerical aid and transient service.	Superintendent of schools.	Text-books and school supplies.	School sundries.
Nantucket, . . .	\$5,482 75	-	\$756 33	\$100 00	-	\$759 29	\$357 91
						\$7,456 28	
							\$7,456 28
							Amount included in the total expenditure as given in the preceding column, but derived from other sources than local taxation, such as aid from the State, voluntary con- tributions, income from local funds, etc.
							Amount raised by local taxation and expended for the support of public schools, being the total expenditure for such support diminished by contributions from other sources than local taxa- tion.

NORFOLK COUNTY — CONTINUED.

Avon, . . .	\$3,636 00	-	\$615 75	\$96 21	\$400 00	\$544 16	\$124 84	\$5,416 96	\$1,071 41	\$4,345 55
Bellingham, . .	3,512 30	\$533 70	933 50	-	556 04	365 09	267 25	6,167 88	952 70	5,215 18
Braintree, . . .	19,359 50	1,091 25	3,800 00	10 00	1,400 00	1,808 22	576 98	28,105 95	479 00	27,626 95
Brookline, . . .	114,210 38	1,231 25	19,777 88	2,820 00	4,000 00	9,479 56	5,486 84	157,005 91	-	157,005 91
Canton, . . .	12,415 00	117 50	2,548 33	25 00	1,000 00	1,528 45	-	17,634 28	-	17,634 28
Colasset, . . .	9,663 60	2,225 36	1,839 65	110 00	700 00	612 14	174 14	15,324 89	40 40	15,284 49
Dedham, . . .	31,441 05	221 25	5,308 49	100 00	2,158 34	2,460 46	1,723 37	43,418 96	1,595 48	41,823 48
Dover, . . .	2,736 19	799 93	669 56	25 00	300 00	384 60	240 13	5,155 41	889 62	4,265 79
Foxborough, . .	8,031 68	735 18	2,357 43	212 28	900 00	862 39	576 13	13,675 09	1,728 94	11,946 15
Franklin, . . .	10,475 91	1,890 65	2,706 86	32 20	1,107 50	2,560 90	1,032 89	19,806 91	938 25	18,868 66
Holbrook, . . .	5,888 26	2,030 33	1,158 58	150 00	500 00	765 37	573 43	9,035 64	1,035 64	8,000 00
Hyde Park, . . .	32,062 37	-	6,442 04	250 00	2,500 00	2,931 10	3,731 65	47,917 16	-	47,917 16
Medfield, . . .	4,302 74	148 54	898 03	-	600 00	401 92	154 01	6,505 24	1,014 36	5,490 88
Medway, . . .	5,725 75	951 83	1,041 75	195 43	635 00	521 07	429 12	9,499 95	1,906 70	7,593 25
Millis, . . .	2,681 00	393 80	1,695 29	65 00	250 00	197 44	151 24	4,433 77	755 16	3,678 61
Milton, . . .	40,638 20	2,030 33	8,104 56	-	2,300 00	3,607 00	1,760 15	58,440 24	-	58,440 24
Needham, . . .	12,205 92	-	2,367 34	99 50	800 00	1,091 41	417 84	16,982 01	174 50	16,807 51
Norfolk, . . .	1,976 50	816 78	393 03	117 06	250 00	228 81	19 00	3,801 18	444 76	3,356 42

SCHOOL RETURNS.

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Norwood,	19,749 98	642 50	3,169 81	100 00	1,684 13	2,166 24	1,532 79	29,045 45	-	29,045 45
Quincy,	80,998 62	1,002 35	13,202 28	700 00	2,400 00	6,542 56	3,469 41	108,315 22	38 78	108,276 44
Randolph,	10,164 24	80 00	1,470 94	340 00	600 00	877 29	950 52	14,482 99	1,055 06	13,427 93
Sharon,	6,443 25	26 95	991 03	35 00	330 00	915 83	21 58	8,763 64	1,215 08	7,547 96
Stoughton,	10,787 75	-	2,169 12	378 68	660 00	1,995 59	972 36	16,963 50	1,264 51	15,698 99
Walpole,	11,654 68	1,266 40	2,549 54	-	1,200 00	1,757 81	631 94	19,060 37	1,781 65	17,278 72
Wellesley,	21,126 34	-	4,266 39	10 00	1,500 00	2,102 33	1,758 44	30,763 50	19 00	30,744 50
Westwood,	4,420 10	515 00	427 00	125 00	250 00	319 49	174 58	6,231 17	1,045 58	5,185 59
Weymouth,	32,097 46	1,455 00	6,421 00	450 18	1,480 00	3,278 66	711 26	45,893 56	158 00	45,735 56
Wrentham,	7,281 00	653 00	1,717 49	161 00	1,025 00	531 80	270 00	11,639 29	1,278 42	10,360 87
Totals,	\$523,685 77	\$18,828 55	\$98,042 67	\$6,607 54	\$31,486 01	\$50,897 69	\$27,937 89	\$759,486 12	\$20,903 60	\$738,582 52

NANTUCKET COUNTY — CONTINUED.

TOWNS AND CITIES.	EXPENDITURES FOR SCHOOL BUILDINGS.			Total expenditure for school buildings, being the total of the three preceding columns.	Amount included in the total expenditure for school buildings as given in the preceding column, but derived from other sources than local taxa- tion.	Amount raised by local taxation and expended for school buildings.	Amount raised by local taxation and expended for support of the public buildings, that is, for all school purposes.	LOCAL FUNDS WHOSE IN- COME MUST BE APPROPRIATED TO THE PUBLIC SCHOOLS.		Dog tax and other income voluntarily appropriated to the public schools.
	New school- houses.	Alterations and perma- nent repairs.	Ordinary re- pairs.					Principal.	Income.	
Nantucket, . . .	-	-	\$395 34	\$395 34	-	\$395 34	\$7,851 62	-	-	\$180 60

NORFOLK COUNTY — CONTINUED.

Avon, . . .	\$500 00	\$215 75	\$184 90	\$900 65	-	\$900 65	\$5,246 20	-	-	\$404 21
Bellingham, . . .	1,017 50	-	233 39	1,250 89	-	1,250 89	6,466 07	-	-	802 77
Braintree, . . .	-	-	1,238 02	2,538 02	-	2,538 02	30,164 97	\$6,972 50	\$350 00	-
Brookline, . . .	165,230 03	1,500 00	9,469 91	176,199 94	-	176,199 94	333,205 85	-	-	604 49
Canton, . . .	-	-	982 08	982 08	-	982 08	18,616 36	-	-	245 40
Cohasset, . . .	-	-	567 80	567 80	-	567 80	13,862 29	1,000 00	40 40	-
Dedham, . . .	-	-	2,768 29	2,768 29	-	2,768 29	44,591 77	-	-	-
Dover, . . .	-	59 25	130 72	189 97	-	189 97	4,455 76	-	-	-
Foxborough, . . .	1,482 65	251 12	123 62	1,857 39	-	1,857 39	13,803 54	-	-	235 31
Franklin, . . .	-	-	572 83	572 83	-	572 83	19,421 49	-	-	487 80
Holbrook, . . .	8,059 91	-	132 68	8,192 59	-	132 68	8,132 68	-	-	612 19
Hyde Park, . . .	63,128 51	-	2,504 96	65,633 47	\$8,059 91	65,633 47	113,550 63	-	-	-
Medfield, . . .	-	-	256 89	256 89	-	256 89	5,747 77	-	-	-
Medway, . . .	-	271 83	271 83	271 83	-	271 83	7,865 08	3,460 00	141 60	28 00
Mills, . . .	-	60 24	11 00	71 24	-	71 24	3,749 85	-	-	-
Milton, . . .	-	209 32	2,436 95	2,646 27	-	2,646 27	61,086 51	-	-	-
Needham, . . .	-	178 46	1,065 10	1,243 56	-	1,243 56	18,051 07	-	-	-
Norfolk, . . .	-	308 94	69 36	438 30	-	438 30	3,794 72	-	-	161 16

SCHOOL RETURNS.

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Norwood,	1,020 17	1,020 17	8,467 43	30,065 62	-	-	-	-
Quincy,	2,017 43	8,467 43	116,743 87	116,743 87	1,000 00	40 00	-	-
Itandolph,	.	.	.	.	340 73	340 73	13,768 66	13,768 66	15,398 83	932 29	442 56	-
Sharon,	.	.	.	.	406 79	974 79	8,522 75	8,522 75	2,360 00	156 60	-	-
Stoughton,	.	.	.	.	416 53	416 53	16,115 52	16,115 52	1,000 00	37 84	-	-
Walpole,	.	.	.	.	1,039 33	1,039 33	18,318 05	18,318 05	-	-	377 80	-
Wellesley,	.	.	.	.	1,345 89	1,345 89	32,090 39	32,090 39	-	-	-	-
Westwood,	.	.	.	.	242 37	284 62	5,470 21	5,470 21	-	-	767 25	-
Weymouth,	.	.	.	.	3,082 97	18,505 30	64,240 86	64,240 86	-	-	588 76	-
Wrentham,	.	.	.	.	572 83	572 83	10,933 70	10,933 70	1,468 26	102 08	-	-
Totals,	.	.	.	.	\$299,549 63	\$291,489 72	\$1,030,072 24	\$1,030,072 24	\$32,659 59	\$1,800 81	\$5,757 70	-

NANTUCKET COUNTY — CONCLUDED.

TOWNS AND CITIES.	Town's share of school fund income paid Jan. 25, 1903.	Amount of voluntary contributions expended on the public schools but not included in expenditures by the town or city.	ACADEMIES AND PRIVATE SCHOOLS.				ESTIMATED AMOUNT OF TUITION PAID IN —		FUNDS WHOSE INCOME MUST BE APPROPRIATED TO ACADEMIES OR PRIVATE SCHOOLS.	
			No. of academies.	No. of different academy pupils attending during the year.	No. of private schools.	No. of different private school pupils attending during the year.	Academies.	Private schools.	Principal.	Income.
Nantucket,	-	-	1	1	1	1	-	1	\$56,761 00	\$2,500 00

NORFOLK COUNTY — CONCLUDED.

Avon,	\$444 76	-	1	130	1	354	\$1,000 00	-	\$325,000 00	\$19,000 00
Bellingham,	526 34	\$20 00	1	1	1	264	-	-	-	-
Brainree,	-	-	-	-	-	4	-	\$5,400 00	-	-
Brookline,	-	-	-	-	-	10	-	1,700 00	-	-
Canton,	-	-	-	-	-	1	-	640 00	-	-
Cohasset,	-	-	-	-	-	1	-	500 00	-	-
Dedham,	-	-	-	-	-	-	-	-	-	-
Dover,	363 18	-	-	-	-	-	-	-	-	-
Foxborough,	426 34	30 00	1	177	1	225	9,632 98	-	105,000 00	5,200 00
Franklin,	-	-	-	-	-	675	-	-	-	-
Holbrook,	344 76	-	-	-	4	-	-	-	-	-
Hyde Park,	-	-	-	-	-	-	-	-	-	-
Medfield,	344 76	-	-	-	-	-	-	-	-	-
Medway,	444 76	-	-	-	-	-	-	-	-	-
Millis,	-	-	-	-	-	-	-	-	-	-
Milton,	-	-	-	-	-	-	-	-	-	-
Needham,	-	-	-	-	-	-	-	-	-	-
Norfolk,	444 76	54 76	-	-	-	-	-	-	-	-

SCHOOL RETURNS.

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[illegible]

PLYMOUTH COUNTY.

TOWNS AND CITIES.	SCHOOL CENSUS DATA SEPT. 1, 1902.				SCHOOL MEMBERSHIP AND ATTENDANCE DATA FOR THE SCHOOL YEAR.									
	Population - U. S. Census of 1900.	Valuation - May 1, 1902.	No. of public schools.	No. of persons in towns between 5 age.		No. of persons in towns between 7 and 14 years of age.		No. of different pu- pls within the year under 5 years of age.	No. of different pu- pls within the year over 15 years of age.	No. of different pu- pls within the year between 7 and 14 years of age.	Average member- ship of all the schools.	Average attendance of all the schools.	Percentage of at- tendance based on average member- ship.	
				and 15 years of age.	and 14 years of age.									
Abington,	4,489	\$2,497,430	20	800	560	950	15	73	548	828	771	.93		
Bridgewater,	5,806	2,577,076	22	739	499	959	52	124	562	815	745	.92		
Brockton,	40,063	29,419,556	177	7,468	6,523	7,682	7	740	5,302	6,967	6,531	.94		
Carver,	1,104	1,082,365	12	165	132	205	8	14	129	163	148	.91		
Duxbury,	2,075	1,758,915	11	234	191	299	4	52	176	244	214	.88		
East Bridgewater,	3,025	1,589,606	14	502	362	523	1	61	348	491	464	.94		
Halifax,	522	287,335	4	84	58	81	4	3	54	70	63	.90		
Hanover,	2,152	1,333,483	10	324	228	359	4	20	255	326	300	.90		
Hanson,	1,455	712,812	8	218	150	237	2	9	171	191	170	.89		
Hingham,	5,059	4,331,606	19	714	506	941	-	152	353	816	745	.91		
Hull,	1,703	4,134,215	6	215	162	178	4	14	117	156	146	.94		
Kingston,	1,955	1,409,540	12	331	242	423	9	40	283	378	344	.91		
Lakeville,	968	611,799	6	169	129	155	2	1	113	130	112	.86		
Marion,	902	1,436,150	6	148	117	154	-	6	117	135	126	.93		
Marshfield,	1,810	1,554,295	11	248	181	287	1	40	176	248	224	.90		
Mattapoisett,	1,061	1,526,982	6	178	134	163	1	17	97	157	148	.93		
Middleborough,	6,885	4,252,381	30	1,047	719	1,308	-	132	852	1,185	1,038	.88		
Norwell,	1,560	842,498	9	223	157	240	10	20	160	216	198	.92		
Pembroke,	1,240	679,230	7	196	133	202	3	13	135	173	155	.89		
Plymouth,	9,592	8,670,409	42	1,554	1,030	1,702	13	136	1,119	1,538	1,392	.91		
Plymouth,	488	335,328	3	49	38	57	1	3	41	46	40	.87		
Plympton,	986	500,000	6	159	116	172	1	5	128	142	120	.85		
Rochester,	5,327	3,219,594	25	1,024	720	1,103	13	109	719	1,041	974	.94		
Rockland,	2,470	3,169,545	11	424	288	464	-	51	285	405	370	.91		
Situate,	3,432	2,850,671	22	613	412	688	10	43	412	547	498	.91		
Vareham,														

West Bridgewater,	.	1,711	1,061,900	10	305	211	315	1	5	214	280	257	.92
Whitman,	.	6,155	3,804,130	22	1,055	659	1,245	12	118	809	1,119	1,030	.92
Totals,	.	113,985	\$85,648,851	531	19,186	14,657	21,092	178	2,001	13,675	18,807	17,323	.92

SUFFOLK COUNTY.

Boston,	.	560,892	\$1,191,261,900	1,813	94,882	64,647	95,561	2,380	8,565	53,468	83,895	75,517	.90
Chelsea,	.	34,072	23,945,535	120	6,806	5,325	6,301	-	547	3,895	5,448	5,060	.93
Revere,	.	10,395	11,103,030	58	2,356	1,663	2,705	-	180	1,845	2,147	2,016	.93
Winthrop,	.	6,058	7,955,155	28	1,170	786	1,309	-	149	1,160	1,137	1,032	.91
Totals,	.	611,417	\$1,234,265,680	2,019	105,214	72,421	105,876	2,380	9,441	60,368	92,627	83,625	.90

BOARD OF EDUCATION.

PLYMOUTH COUNTY — CONTINUED.

TOWNS AND CITIES.	TEACHERS AND TEACHERS' WAGES.							LENGTH OF SCHOOLING.			HIGH SCHOOLS.			
	No. of teachers re-quired by the pub-lic schools.	No. of different male teachers employed during the school year.	No. of different fe-male teachers em-ployed during the school year.	No. of teachers that have graduated from normal schools.	No. of teachers that have attended nor-mal schools.	Average wages per month of male teachers.	Average wages per month of female teachers.	Aggregate of months all the public schools have been kept during the school year.	Average No. of months the public schools have been kept during the year.	No. of high schools.	No. of teachers.	No. of pupils.	Length of schooling.	Principal's salary.
Abington,	25	4	21	16	19	\$106 66	\$49 80	182-11	9-3	1	4	78	9-6	\$1,600 00
Bridgewater,	30	2	29	26	27	173 00	60 94	203-8	9-5	1	5	112	9-11	1,700 00
Brockton,	180	16	195	90	99	150 76	56 70	1,726	9-15	1	20	642	9-15	2,100 00
Carver,	12	3	11	1	6	44 00	31 45	100	8-7	1	2	19	10	600 00
Duxbury,	12	2	13	3	4	82 50	38 00	95-13	8-14	1	2	54	9-7	1,000 00
East Bridgewater,	18	1	20	12	12	110 00	44 14	119	8-10	1	2	48	9-5	1,100 00
Halifax,	4	2	3	1	2	42 48	35 36	33-16	8-9	1	2	-	-	-
Hanover,	12	3	11	2	3	57 36	35 00	93-4	9-3	1	2	46	9-11	837 50
Hanson,	8	-	11	6	6	-	38 27	69-11	8-14	1	6	140	10	1,600 00
Hingham,	24	5	20	16	17	101 00	46 50	190	10	1	2	82	9-13	1,000 00
Hull,	6	3	5	6	6	75 00	48 00	59 2	9-17	1	2	-	-	-
Kingston,	13	2	12	5	7	100 00	41 09	105-14	8-16	1	5	65	9-5	2,000 00
Lakeville,	6	1	8	3	5	-	32 43	52 6	8-14	1	1+	2	9	1,000 00
Marion,	6	-	6	3	3	20 00	39 66	54	9	1	5	26	9-11	2,000 00
Marshfield,	12	2	16	4	5	87 52	36 60	96-12	8-15	1	2	50	9	1,000 00
Mattapoisett,	7	1	6	2	2	65 00	35 33	55-10	9-5	1	1	26	9-11	650 00
Middleborough,	38	6	41	8	10	89 00	39 00	264	8-16	1	5	147	10	1,700 00
Norwell,	10	1	10	1	3	82 86	35 78	85-10	9-10	1	2	42	9-10	900 00
Pembroke,	7	1	6	1	1	60 00	33 67	62-7	8-18	1	2	29	8-12	555 00
Plymouth,	47	5	50	19	21	112 00	46 28	403-2	9-12	1	6	141	9-16	1,600 00
Plympton,	3	1	2	-	2	44 51	40 00	25-3	8-8	-	-	-	-	-
Rochester,	6	5	5	4	5	45 00	36 00	52-13	8-16	-	-	-	-	-
Rockland,	30	5	27	12	12	81 07	46 25	236-2	9-9	1	5	117	9-12	1,400 00
Scituate,	14	2	13	2	3	77 77	41 45	100	9-2	1	2	72	10	1,000 00
Wareham,	22	2	25	7	12	107 50	56 87	176	8	1	3	71	10	1,075 00

SCHOOL RETURNS.

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West Bridgewater, .	10	-	14	7	7	-	45 11	85-16	8-12	7	33	8-15	700 00
Whitman, . . .	28	3	27	14	14	104 50	50 34	207-1	-9-8	1	114	9-10	1,365 00
Totals, . . .	590	74	607	271	313	\$100 73	\$48 42	4,934-1	9-5	21	89	9-10	\$25,482 50

SUFFOLK COUNTY — CONTINUED.

Boston, . . .	2,222	283	1,997	1,505	1,571	\$216 63	\$71 56	16,952	9-7	13	250	120-5	\$49,560 00
Chelsea, . . .	142	10	137	55	62	136 46	50 36	1,110	9-5	1	18	9-5	2,800 00
Revere, . . .	58	2	58	18	23	110 00	51 47	565-10	9-15	1	2	9-15	1,000 00
Winthrop, . . .	37	5	33	15	18	121 37	59 06	252	9	1	6	9	1,500 00
Totals, . . .	2,459	300	2,125	1,593	1,674	\$211 65	\$73 29	18,879-10	9-7	16	276	9-5	\$54,860 00

* Partridge Academy.

† Tabor Academy.

‡ Howard Seminary.

PLYMOUTH COUNTY — CONTINUED.

TOWNS AND CITIES.	EXPENDITURES FOR THE SUPPORT OF PUBLIC SCHOOLS.							Total expenditure for the support of public schools, being the total of the seven preceding columns.	Amount included in the total expenditure as given in the preceding column, but derived from other sources than local taxation, such as aid from the State, voluntary contributions, etc.	Amount raised by local taxation and expended for the support of public schools, being the total expenditure diminished by contributions from other sources than local taxation.
	Teachers' wages.	Conveyance of pupils.	Fuel and care of school premises.	School committee, including clerical aid and truant service.	Superintendent of schools.	Text-books and school supplies.	School sundries.			
Abington, . . .	\$14,403 40	\$500 00	\$1,856 75	\$50 00	\$1,000 00	\$1,408 82	\$792 42	\$20,011 39	\$1,853 04	\$18,158 35
Bridgewater, . . .	21,506 00	928 29	597 12	9 82	1,000 00	905 94	373 08	25,320 25	8,441 23	16,879 02
Brockton, . . .	121,834 88	132 50	21,148 90	1,000 00	2,700 00	8,195 74	5,306 16	160,318 18	136 50	160,181 68
Carver, . . .	3,610 00	131 50	386 40	173 06	400 00	573 92	25 00	5,299 88	1,099 08	4,200 80
Duxbury, . . .	3,854 25	—	307 20	126 05	500 00	377 42	1,077 28	6,242 20	897 12	5,345 08
East Bridgewater, . . .	7,776 92	502 66	1,457 36	5 00	700 00	649 49	690 40	11,781 83	1,105 84	10,675 99
Halifax, . . .	1,421 00	218 14	100 23	—	200 00	252 37	114 13	2,305 87	1,145 12	1,160 75
Hanover, . . .	5,306 25	413 10	873 11	120 00	500 00	628 97	200 25	8,041 68	1,084 75	6,956 93
Hanson, . . .	3,083 60	179 45	180 70	111 17	500 00	309 70	58 49	4,423 11	1,235 75	3,187 36
Hingham, . . .	14,447 25	900 00	3,773 47	139 00	1,200 00	1,594 96	1,311 60	23,366 28	1,399 70	21,966 58
Hull, . . .	3,736 00	1,129 00	1,385 25	235 00	180 00	443 33	501 43	7,610 01	—	7,610 01
Kingston, . . .	5,920 00	267 90	1,009 26	38 50	600 00	873 51	222 69	8,931 86	1,552 51	7,379 35
Lakeville, . . .	1,736 50	415 25	85 80	77 80	450 00	143 38	18 00	2,926 73	819 76	2,106 97
Marion, . . .	2,291 00	215 30	611 00	120 00	600 00	454 84	39 78	4,331 92	707 02	3,624 90
Marshfield, . . .	4,746 15	62 00	470 53	176 50	500 00	515 57	58 00	6,527 75	1,002 20	5,525 55
Mattapoisett, . . .	3,040 00	329 80	1,273 65	109 00	300 00	463 90	108 61	5,624 95	1,243 90	4,381 06
Middleborough, . . .	15,576 15	2,264 59	2,168 25	214 00	1,500 00	1,822 20	685 10	24,230 29	—	24,230 29
Norwell, . . .	4,070 00	1,354 72	530 00	186 60	500 00	399 82	43 00	7,084 14	1,665 47	5,418 67
Pembroke,* . . .	987 47	102 74	218 32	90 00	500 00	294 03	—	2,192 56	910 43	1,282 13
Plymouth, . . .	24,643 63	303 50	4,560 45	100 00	2,000 00	2,769 26	952 69	35,329 53	18 25	35,311 28
Plympton, . . .	1,167 00	210 80	85 10	—	200 00	213 72	467 00	2,343 62	1,183 39	1,160 23
Rochester, . . .	2,049 00	191 00	157 09	46 35	450 00	293 92	23 27	3,210 63	942 31	2,268 32
Rockland, . . .	15,792 70	—	2,554 41	56 50	975 00	1,926 95	821 09	11,626 65	373 50	21,753 15
Scituate, . . .	6,504 22	1,861 00	1,316 04	182 20	500 00	1,098 04	100 00	11,621 50	698 47	10,923 03
Vareham, . . .	8,571 84	—	1,403 89	29 25	952 17	1,275 94	371 00	12,604 09	1,044 76	11,559 33

SCHOOL RETURNS.

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West Bridgewater.	4,494 87	512 63	818 23	25 00	500 00	278 12	73 61	6,702 46	1,353 11	5,349 35
Whitman, . .	15,519 57	-	3,487 13	67 10	1,132 49	1,551 36	2,255 68	24,013 33	716 00	23,297 33
Totals, . .	\$318,149 65	\$13,125 87	\$52,815 64	\$3,487 90	\$20,539 66	\$29,715 22	\$16,688 76	\$454,522 70	\$32,629 21	\$421,893 49

SUFFOLK COUNTY — CONTINUED.

Boston, . .	\$2,433,841 08	\$1,877 69	\$286,901 54	\$53,281 21	\$27,546 00	\$106,579 21	\$87,765 11	\$2,997,792 44	\$61,183 25	\$2,936,609 19
Chelsea, . .	97,931 80	-	11,498 77	1,900 00	2,800 00	5,180 77	3,328 15	122,639 49	-	122,639 49
Revere, . .	36,168 58	12 00	4,640 00	265 55	1,900 00	5,400 00	4,948 27	53,334 40	91 00	53,243 40
Winthrop, . .	20,352 60	-	3,505 58	-	1,500 00	2,615 69	2,587 54	30,561 41	-	30,561 41
Totals, . .	\$2,588,294 66	\$1,889 69	\$306,545 89	\$55,446 76	\$33,746 00	\$119,775 67	\$98,629 07	\$3,204,327 74	\$61,274 25	\$3,143,053 49

* These returns cover the fiscal year only from April to Dec. 31.

PLYMOUTH COUNTY — CONTINUED.

TOWNS AND CITIES.	EXPENDITURES FOR SCHOOL BUILDINGS.			Total expenditure for school buildings, being the total of the three preceding columns.	Amount included in the total expenditure for school buildings as given in the preceding column, but derived from other sources than local taxation.	Amount raised by local taxation and expended for school buildings.	Amount raised by local taxation and expended for schools and for school buildings, that is, for all school purposes.	LOCAL FUNDS WHOSE INCOME MUST BE APPROPRIATED TO THE PUBLIC SCHOOLS.		Dog tax and other income voluntarily appropriated to the public schools.
	New school-houses.	Alterations and permanent repairs.	Ordinary repairs.					Principal.	Income.	
Abington, . . .	-	-	\$481 49	\$481 49	-	\$481 49	\$18,639 84	-	-	\$482 72
Bridgewater, . . .	-	\$3,500 00	966 38	4,466 38	-	4,466 38	21,345 40	\$6,300 00	\$350 59	1,383 68
Brocton, . . .	-	15,262 25	6,127 35	21,389 60	-	21,389 60	181,571 28	-	-	204 11
Carver, . . .	-	150 00	158 46	308 46	-	308 46	4,509 26	7,000 00	325 00	284 22
Duxbury, . . .	-	6,000 00	239 59	6,239 59	-	6,239 59	11,584 67	-	-	353 60
East Bridgewater, . . .	\$4,299 51	240 00	211 04	4,750 55	-	4,750 55	15,426 54	-	-	-
Halifax, . . .	-	-	297 30	297 30	-	297 30	1,458 05	-	-	-
Hanover, . . .	-	145 18	273 46	418 64	-	418 64	7,375 57	-	-	220 74
Hanson, . . .	-	-	201 10	201 10	-	201 10	3,388 46	-	-	115 26
Hingham, . . .	-	11,509 38	690 70	12,200 08	-	12,200 08	34,166 66	1,000 00	40 40	509 96
Hull, . . .	-	112 62	316 79	429 41	-	429 41	8,039 42	-	-	-
Kingston, . . .	-	-	796 50	796 50	-	796 50	8,175 85	-	-	167 34
Lakeville, . . .	-	123 30	124 63	247 93	-	247 93	2,354 90	-	-	184 22
Marion, . . .	-	2,000 00	309 73	2,309 73	-	2,309 73	5,934 63	-	-	184 71
Marshfield, . . .	-	-	385 63	385 63	-	385 63	5,911 18	-	-	353 74
Mattapoisett, . . .	-	-	149 12	149 12	-	149 12	4,530 18	9,832 00	343 34	-
Middleborough, . . .	4,500 00	162 17	1,440 79	6,092 96	-	6,092 96	30,323 25	-	-	-
Norwell, . . .	-	83 31	389 74	473 05	-	473 05	5,891 72	-	-	305 88
Pembroke, . . .	-	-	200 68	200 68	-	200 68	1,482 81	-	-	119 65
Plymouth, . . .	5,439 76	-	2,422 56	7,862 32	-	7,862 32	43,173 60	365 00	18 45	-
Plympton, . . .	-	-	45 00	45 00	-	45 00	1,205 23	-	-	105 23
Rochester, . . .	-	-	25 64	25 64	-	25 64	2,293 96	-	-	233 32
Rockland, . . .	-	674 80	698 83	1,373 63	-	1,373 63	23,126 78	6,600 00	244 64	-
Scituate, . . .	9,905 53	-	511 03	10,417 56	\$5,000 00	5,417 56	16,340 59	-	-	358 84
Wareham, . . .	1,559 52	1,433 24	540 78	3,533 54	-	3,533 54	15,092 87	-	-	301 74

SCHOOL RETURNS.

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SUFFOLK COUNTY — CONTINUED.

West Bridgewater, .	302 44	216 84	519 28	—	519 28	5,868 63	—	—	555 95
Whitman, .	—	—	1,034 99	—	1,034 99	24,332 32	—	—	—
Totals, .	\$26,007 76	\$42,421 24	\$18,221 16	\$5,000 00	\$81,650 16	\$503,543 65	\$31,097 00	\$1,322 42	\$6,424 91

Boston, .	\$945,089 34	\$366,800 00	\$1,311,889 34	—	\$1,311,889 34	\$4,248,498 53	\$126,875 00	\$5,829 60	\$50,907 82
Chelsea, .	102,995 45	1,635 90	108,172 11	—	108,172 11	230,811 60	—	—	—
Revere, .	—	—	2,739 56	—	2,739 56	55,982 96	—	—	1,123 20
Winthrop, .	—	—	1,558 39	—	1,558 39	32,119 80	—	—	498 17
Totals, .	\$1,048,084 79	\$368,435 90	\$1,424,359 40	—	\$1,424,359 40	\$4,567,412 89	\$126,875 00	\$5,829 60	\$52,529 19

West Bridgewater, . . .	344 76	-	-	-	1	51	-	6,000 00	150,257 57	6,592 38
Whitman, . . .	-	-	-	-	-	-	-	-	-	-
Totals, . . .	\$7,907 30	\$343 15	2	54	5	783	\$513 00	\$10,800 00	\$454,157 57	\$21,575 13

SUFFOLK COUNTY — CONCLUDED.

Boston, . . .	-	4	416	103	23,362	\$14,579 00	\$388,981 46	\$2,592,592 38	\$98,727 89
Chelsea, . . .	-	-	-	1	980	-	-	-	-
Revere, . . .	-	-	-	-	-	-	-	-	-
Winthrop, . . .	-	-	-	-	-	-	-	-	-
Totals, . . .	-	4	416	104	24,342	\$14,579 00	\$388,981 46	\$2,592,592 38	\$98,727 89

WORCESTER COUNTY.

TOWNS AND CITIES.	SCHOOL CENSUS DATA SEPT. 1, 1902.				SCHOOL MEMBERSHIP AND ATTENDANCE DATA FOR THE SCHOOL YEAR.									
	Population - U. S. Census of 1900.	Valuation - May 1, 1902.	No. of public schools.	No. of persons in		No. of different pu- pls within the year under 5 years of age.	No. of different pu- pls within the year between 7 and 14 years of age.	No. of different pu- pls within the year over 15 years of age.	No. of different pu- pls within the year between 7 and 14 years of age.	Average member- ship of all the schools.	Average attendance of all the schools.	Percentage of at- tendance based on average member- ship.		
				towns between 5 and 15 years of age.	and 14 years of age.									
Ashburnham,	1,882	\$975,520	14	351	271	439	4	61	281	372	338	.91		
Athol,	7,061	4,324,225	24	1,145	799	1,124	-	113	807	1,013	941	.92		
Auburn,	1,621	709,500	9	381	272	286	1	6	279	246	217	.88		
Barre,	2,059	1,440,145	14	368	273	350	1	55	232	316	293	.92		
Berlin,	1,003	528,505	4	188	155	139	-	2	114	128	120	.94		
Blackstone,	5,721	2,534,015	23	1,111	879	1,084	42	26	734	938	872	.93		
Bolton,	770	480,843	4	101	83	125	-	19	80	108	97	.90		
Boyiston,	1,364	444,033	5	164	118	152	-	6	102	128	119	.93		
Brookfield,	3,062	1,333,484	17	490	357	552	7	41	419	462	426	.92		
Charlton,	1,860	1,123,590	15	373	263	382	14	4	253	296	260	.88		
Clinton,	13,667	7,874,519	42	2,546	1,730	2,269	13	167	1,497	2,030	1,876	.92		
Dana,	790	348,736	4	125	90	129	3	1	90	102	99	.97		
Douglas,	2,113	1,082,990	9	310	233	361	5	17	267	286	249	.85		
Dudley,	3,553	1,337,543	14	721	561	482	4	31	284	366	331	.90		
Fitchburg,	31,531	24,184,536	107	6,180	4,402	4,248	13	411	2,795	3,860	3,654	.95		
Gardner,	10,813	5,626,418	49	2,032	1,423	2,171	19	183	1,492	1,957	1,826	.93		
Grafton,	4,869	2,422,930	22	903	632	874	-	59	603	795	730	.92		
Hardwick,	3,203	1,590,773	15	577	388	358	-	18	268	336	312	.93		
Harvard,	1,139	985,530	6	151	105	166	-	7	120	142	132	.93		
Holden,	2,464	1,310,479	16	538	385	488	7	9	396	426	386	.91		
Hopedale,	2,087	4,162,486	11	283	212	364	30	35	207	308	288	.94		
Hubbardston,	1,227	641,125	9	201	142	232	-	18	154	209	193	.93		
Lancaster,	2,478	3,238,554	13	424	294	448	-	26	292	367	327	.89		
Leicester,	3,416	2,419,789	20	556	423	804	12	46	517	609	564	.93		
Leominster,	12,392	7,790,995	46	2,169	1,565	2,058	18	212	1,371	1,807	1,690	.93		
Lunenburg,	1,332	951,113	8	226	151	237	6	23	147	188	162	.86		
London,	911	576,505	6	154	115	175	-	12	107	139	133	.96		

SCHOOL RETURNS.

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Milford,	11,376	6,056,889	37	1,717	1,178	1,662	4	158	1,117	1,502	1,413	.94
Millbury,	4,460	2,243,291	19	865	579	843	7	70	512	743	682	.92
New Braintree,	500	404,860	4	77	57	68	-	7	54	62	54	.86
Northborough,	2,164	1,273,696	9	352	252	387	2	62	267	350	317	.91
Northbridge,	7,036	3,714,106	29	1,306	946	1,421	-	84	1,010	1,206	1,125	.93
North Brookfield,	4,587	1,704,230	12	639	427	658	-	101	314	585	549	.98
Oakham,	588	330,025	5	97	70	89	-	9	60	81	75	.93
Oxford,	2,677	1,526,068	15	521	409	555	5	30	391	464	427	.92
Paxton,	459	302,937	3	79	62	86	1	6	58	68	61	.89
Petersham,	853	661,187	5	109	89	114	3	2	89	102	93	.91
Phillipston,	441	297,277	3	61	49	86	2	4	80	57	50	.87
Princeton,	975	873,643	7	156	112	129	1	16	96	110	101	.92
Royalston,	958	493,849	9	146	115	179	3	4	135	149	132	.89
Rutland,	1,331	689,332	7	271	191	286	2	15	208	216	179	.83
Shrewsbury,	1,626	1,228,949	10	262	201	300	3	25	207	260	238	.92
Southborough,	1,921	1,474,558	8	302	206	340	5	44	210	306	278	.91
Southbridge,	10,025	4,367,361	33	2,154	1,508	1,249	33	91	808	952	902	.95
Spencer,	7,627	3,428,715	32	1,366	971	1,192	44	145	673	1,041	976	.94
Sterling,	1,420	883,050	10	194	142	236	4	17	164	198	180	.91
Sturbridge,	2,058	957,011	13	332	240	392	-	17	288	327	309	.94
Sutton,	3,328	1,217,275	17	636	437	698	8	14	475	448	389	.87
Templeton,	3,489	1,375,138	17	654	464	653	6	25	432	544	490	.90
Upton,	1,937	1,069,280	8	304	230	324	1	36	209	310	281	.91
Uxbridge,	3,599	2,440,350	19	644	470	757	15	50	488	610	649	.90
Warren,	4,417	1,737,655	19	785	592	958	10	88	632	800	739	.93
Webster,	8,804	5,879,820	20	1,673	1,280	785	-	53	493	583	538	.92
Westborough,	5,400	2,930,879	15	656	464	816	6	89	521	650	603	.93
West Boylston,	2,314	734,266	9	195	185	351	7	32	238	264	246	.93
West Brookfield,	1,448	807,699	7	185	155	232	1	8	158	183	171	.93
Westminster,	1,327	692,000	11	237	164	245	4	21	179	217	201	.92
Winchendon,	5,001	2,850,339	23	1,016	695	1,009	749	76	789	871	810	.93
Worcester,	118,421	116,209,015	487	20,965	15,096	22,357	-	2,000	14,375	18,560	16,827	.91
Totals,	346,958	\$251,363,481	1,448	61,744	44,357	59,954	1,128	5,007	39,638	50,753	46,620	.92

WORCESTER COUNTY — CONTINUED.

TOWNS AND CITIES.	TEACHERS AND TEACHERS' WAGES.										LENGTH OF SCHOOLING.					HIGH SCHOOLS.			
	No. of teachers re-quired by the pub-lic schools.	No. of different male teachers employed during the school year.	No. of different fe-male teachers em-ployed during the school year.	No. of teachers that have graduated from normal schools.	No. of teachers that have attended nor-mal schools.	Average wages per month of male teachers.	Average wages per month of female teachers.	Aggregate of months all the public schools have been kept during the school year.		Average No. of months the public schools have been kept during the year.	No. of high schools.	No. of teachers.	No. of pupils.	Length of schooling.	Principal's salary.				
Ashburnham,	14	2	14	6	6	\$101 00	\$34 00	116-10	8-7	8-7	1*	15	73	9-10	\$1,500 00				
Athol,	29	2	33	10	10	120 00	45 50	204-21	8-10	8-10	1	5	131	10	1,800 00				
Auburn,	9	1	9	3	3	-	39 63	77-10	9-17	9-17	1	3	55	10	1,200 00				
Barre,	14	1	20	14	15	120 00	37 20	128-7	8-7	8-7	1	3	64	10	1,150 00				
Berlin,	5	1	6	1	1	-	34 40	33-7	9-2	9-2	1	1	25	9-17	500 00				
Blackstone,	30	1	29	1	2	115 00	40 72	36-8	9-1	9-1	1	1	33	10	1,100 00				
Bolton,	4	1	6	1	1	-	42 50	45	9-2	9-2	1	2	219	9-12	1,600 00				
Boylston,	5	1	5	2	4	-	40 00	154	9-1	9-1	1	1	26	10	900 00				
Brookfield,	19	1	19	3	4	110 00	37 66	113-15	8-13	8-13	1	3	40	10	1,500 00				
Charlton,	15	3	18	1	1	36 00	32 80	398-2	9-9	9-9	1	6	219	9-12	1,600 00				
Clinton,	52	3	50	9	21	130 00	46 00	36	9-2	9-2	1	1	26	10	900 00				
Dana,	4	1	4	2	2	48 00	34 67	82	9-2	9-2	1	1	26	10	900 00				
Douglas,	9	1	8	2	2	90 00	38 25	127	9-1	9-1	1	3	40	10	1,500 00				
Dudley,	17	4	18	6	8	90 00	36 09	1,016	9-10	9-10	1	25	490	10	2,500 00				
Fitchburg,	127	16	115	63	87	136 00	55 00	434-12	8-17	8-17	1	11	284	9-12	1,700 00				
Gardner,	53	3	50	24	26	83 33	42 35	189-15	8-13	8-13	1	3	91	9-7	1,250 00				
Grafton,	25	1	28	12	13	121 05	44 75	136	9-1	9-1	1	2	25	10	800 00				
Harvard,	15	1	20	8	12	80 00	38 14	53-14	8-19	8-19	1	3	23	9	1,000 00				
Holden,	7	1	11	5	7	-	38 57	141	8-16	8-16	1	2	54	9-9	1,000 00				
Hopedale,	16	1	19	6	7	-	35 80	101	9-4	9-4	1	2	24	10	1,100 00				
Hubbardston,	13	1	13	7	7	110 00	60 73	78-5	8-14	8-14	1	1	20	8-15	525 00				
Lancaster,	9	1	10	2	4	60 00	34 00	119-3	9-3	9-3	1	1	20	9-15	1,100 00				
Leicester,	16	1	18	9	10	66 67	49 28	178	8-18	8-18	1	3	54	9-3	1,500 00				
Leonister,	20	2	20	10	13	99 00	43 94	436	9-10	9-10	1	10	224	9-14	2,000 00				
Lunenburg,	58	6	55	22	28	104 64	51 01	67-5	8-13	8-13	1	2	42	10	760 00				
Mendon,	9	1	9	6	2	76 00	35 00	53-15	8-19	8-19	1	1	22	9-10	600 00				
	6	1	6	1	2	60 00	41 60				1	1	22	9-10	600 00				

SCHOOL RETURNS.

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	45	2	44	18	22	137 31	51 83	314-8	8-10	1	5	119	9-8	1,600 00
Milford, . . .	23	3	21	15	16	92 00	38 56	172	9-1	1	3	109	10	1,400 00
Millbury, . . .	4	-	6	2	-	-	33 20	34	8-10	1	-	-	-	-
New Braintree, . . .	12	1	11	5	7	105 28	28 74	78-10	8-14	1	2	38	9	1,000 00
Northborough, . . .	35	1	37	19	19	150 00	46 07	275-15	9-10	1	4	80	10	1,500 00
Northbridge, . . .	14	2	24	5	5	109 00	47 11	121	9-5	1	3	62	10	1,090 00
North Brookfield, . . .	5	-	9	5	-	-	35 20	40	8	1	-	-	-	-
Oakham, . . .	15	3	15	10	12	69 33	34 15	138	9-4	1	2	89	10	1,000 00
Oxford, . . .	3	-	4	1	1	-	43 00	25-5	8-8	-	-	-	-	-
Paxton, . . .	5	-	6	4	5	-	38 40	47-2	9-8	-	-	-	-	-
Petersham, . . .	3	-	3	2	2	-	39 52	26-6	8-15	-	-	-	-	-
Phillipston, . . .	7	-	9	5	7	-	32 80	57	8-3	1	2	15	9	600 00
Princeton, . . .	9	-	11	4	6	-	37 02	69-4	8-6	-	-	-	-	-
Royalston, . . .	7	-	7	3	3	62 00	37 50	56-15	8-2	1	2	38	8-4	511 50
Rutland, . . .	11	1	11	1	4	-	41 45	87-15	8-15	1	2	40	9-3	760 00
Shrewsbury, . . .	11	1	10	4	7	105 28	45 12	70-25	8-15	1	3	46	9-2	1,000 00
Southborough, . . .	34	3	35	6	11	110 00	37 82	316-16	9-12	1	4	83	9-12	1,500 00
Southbridge, . . .	37	2	38	8	17	84 00	41 94	294-3	9-4	1	5	119	9-12	1,200 00
Spencer, . . .	12	2	20	9	10	80 00	32 00	85-10	8-11	1	2	36	9-10	800 00
Sterling, . . .	13	-	15	-	2	-	33 52	100-5	8-7	-	-	-	-	-
Sturbridge, . . .	17	1	17	1	2	34 00	36 35	138-15	8	1	1	16	9-10	633 33
Sutton, . . .	21	1	21	1	3	80 00	35 30	144	8-9	1	2	61	9-14	800 00
Templeton, . . .	18	1	19	5	7	91 67	38 69	69-3	8-12	1	3	69	9	825 00
Upton, . . .	10	2	21	3	6	80 00	38 68	161-15	8-10	1	2	60	9-12	800 00
Uxbridge, . . .	22	5	31	18	18	66 40	37 82	169	8-18	1	3	96	9-19	1,300 00
Warren, . . .	27	3	24	8	10	90 00	41 20	183-3	9-3	1	3	82	9-9	1,000 00
Webster, . . .	25	1	18	7	9	120 00	48 11	130-14	8-14	1	4	94	9-13	1,200 00
Westborough, . . .	19	1	10	4	7	100 00	43 88	74-19	8-6	1	2	32	9-5	1,000 00
West Boylston, . . .	10	-	8	1	3	-	33 28	58-10	8-7	-	-	-	-	-
West Brookfield, . . .	7	-	18	8	10	155 00	38 00	89	8-1	1	1	27	9	540 00
Westminster, . . .	11	-	31	12	12	-	43 84	200	9-1	1	6	108	10	1,800 00
Winchendon, . . .	28	2	-	-	-	-	-	-	-	-	-	-	-	3,000 00
Worcester, . . .	585	69	541	415	430	146 10	57 79	4,870	10	3	72	2,005	10	3,000 00
Totals, . . .	1,684	158	1,697	838	974	\$121 34	\$47 58	13,487-7	9-6	48	245	5,610	9-12	\$59,944 83

† Leicester Academy.

† Nichols Academy.

* In Cushing Academy.

WORCESTER COUNTY — CONTINUED.

TOWNS AND CITIES.	EXPENDITURES FOR THE SUPPORT OF PUBLIC SCHOOLS.							Total expenditure for the support of public schools, being the total of the seven preceding columns.	Amount included in the total expenditure as given in the preceding column, but derived from local sources than local taxation, such as aid from the State, voluntary contributions from other sources than local taxation.	Amount raised by local taxation and expended for the support of public schools, being the total expenditure for each town, less the amount contributed by the State, less the amount raised by local taxation.
	Teachers' wages.	Conveyance of pupils.	Fuel and care of school premises.	School committee, including clerical aid and transport service.	Superintendent of schools.	Text-books and school supplies.	School sundries.			
Ashburnham,	\$4,839 00	\$128 50	\$532 81	\$65 50	\$100 00	\$460 59	\$131 80	\$6,258 20	\$663 08	\$5,595 12
Albion,	13,075 92	879 40	2,708 44	30 00	1,899 96	1,991 29	668 03	23,253 04	-	23,253 04
Andover,	4,039 50	23 58	425 95	117 00	360 00	246 80	48 00	5,260 83	694 25	4,566 58
Barre,	6,253 50	1,013 40	1,093 69	90 84	573 48	578 00	592 55	10,195 46	1,015 79	9,179 67
Berlin,	2,481 64	287 30	920 20	70 00	217 92	195 42	33 92	3,506 40	800 74	2,705 66
Blackstone,	12,008 50	186 00	1,570 72	70 00	900 00	471 69	65 00	15,271 91	442 46	14,829 45
Bolton,	1,722 00	1,375 00	170 55	48 00	327 86	218 08	30 00	3,891 49	1,383 96	2,507 53
Boylston,	2,029 00	321 00	198 04	75 00	267 84	155 13	33 14	3,104 15	1,015 88	2,088 27
Brookfield,	7,927 50	105 75	1,096 03	170 00	750 00	716 67	83 68	10,449 63	1,158 51	9,291 12
Charlton,	4,105 50	-	504 19	167 50	450 00	424 93	35 98	5,688 10	403 18	5,284 92
Clinton,	27,918 56	-	6,206 26	300 00	1,800 00	3,235 00	2,928 96	42,388 78	-	42,388 78
Dana,	1,775 00	221 25	96 63	38 00	190 48	77 03	5 00	2,403 39	1,074 29	1,329 10
Douglas,	3,815 20	685 25	1,195 95	72 00	600 78	564 34	35 00	6,968 52	900 95	6,067 57
Dudley,	6,260 50	125 00	837 19	90 00	462 50	656 73	394 58	8,826 50	719 76	8,106 74
Fitchburg,	82,873 20	1,181 90	15,906 34	1,510 00	2,700 00	6,107 03	5,625 90	115,804 37	924 00	114,880 37
Gardner,	25,845 60	680 00	4,774 65	96 25	2,100 00	3,314 61	1,973 00	38,761 11	394 00	38,370 11
Grafton,	11,317 30	2,469 50	3,155 09	245 70	1,275 00	1,258 21	73 88	19,794 68	1,363 84	18,430 84
Hardwick,	5,937 00	1,761 71	731 70	7 38	617 64	672 88	15 00	9,743 31	1,352 04	8,391 27
Harvard,	2,937 00	1,054 93	283 21	105 00	491 78	386 97	80 15	5,023 04	928 13	4,096 91
Holden,	6,857 66	190 00	1,502 18	94 75	750 00	410 39	108 39	9,913 37	1,256 84	8,656 53
Hopedale,	8,254 25	537 00	1,914 82	-	550 02	563 43	588 82	12,408 34	-	12,408 34
Hubbardston,	3,045 00	394 00	347 00	81 00	302 00	301 00	33 00	4,503 00	1,133 00	3,370 00
Lancaster,	7,843 73	790 05	857 06	128 56	815 00	739 50	215 88	10,999 78	-	10,999 78
Leicester,	9,843 90	1,632 40	1,679 75	143 40	375 00	645 72	178 05	14,498 22	294 76	14,203 46
Leominster,	28,511 03	1,724 50	8,862 58	448 50	2,000 00	4,002 95	1,613 43	47,162 99	570 00	46,592 99
Lunenburg,	3,152 60	160 70	566 95	138 95	533 28	243 20	126 67	4,922 35	1,154 75	3,767 60
Lyndon,	2,731 50	299 85	301 98	138 95	476 68	275 78	139 00	4,244 79	896 43	3,348 36

SCHOOL RETURNS.

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Milford,	20,896 15	172 75	4,848 95	85 00	1,700 00	2,460 69	2,464 18	32,627 72	-	32,627 72
Millbury,	10,055 88	209 00	1,736 64	158 25	665 62	908 02	644 81	14,378 22	984 69	13,393 53
New Braintree,	1,039 30	289 00	148 20	5 00	446 99	188 29	298 00	2,414 78	1,099 81	1,312 97
Northborough,	5,316 39	1,276 80	1,304 26	97 95	423 57	701 45	339 60	9,460 02	834 18	8,625 84
Northbridge,	17,342 41	273 50	3,356 90	22 50	660 00	1,580 65	680 89	23,916 85	42 50	23,874 35
North Brookfield,	7,175 00	1,038 20	1,084 57	85 00	750 00	417 90	83 97	10,634 64	1,677 76	8,956 88
Oakham,	1,422 00	70 00	1,79 30	46 68	300 00	147 29	131 00	2,296 27	856 50	1,439 77
Oxford,	6,052 00	-	1,174 66	-	385 42	928 84	1,229 71	9,770 63	810 84	8,959 79
Paxton,	1,332 00	498 90	339 87	110 00	150 00	104 73	32 75	2,568 25	1,368 25	1,200 00
Petersham,	2,358 01	889 69	231 35	35 00	308 88	139 98	107 45	4,070 36	729 69	3,340 67
Phillipston,	1,134 00	387 50	64 17	47 00	150 00	123 55	8 90	1,915 12	849 45	1,065 67
Princeton,	2,733 39	542 25	431 14	88 75	300 00	282 88	7 50	4,425 91	1,693 78	2,732 13
Royalston,	2,266 00	283 25	184 11	88 95	300 00	281 69	5 91	3,409 91	1,097 81	2,312 10
Rutland,	2,342 50	1,382 15	629 02	50 25	300 00	243 57	70 67	5,018 16	1,197 15	3,821 01
Shrewsbury,	4,180 45	409 40	589 76	170 00	434 94	399 97	392 89	6,577 41	1,048 14	5,529 27
Southborough,	5,122 18	1,497 00	1,883 17	150 00	421 96	643 91	1,029 08	10,447 30	1,237 54	9,209 76
Southbridge,	16,734 90	89 25	3,621 00	211 50	1,500 00	1,695 80	1,527 83	25,380 28	298 34	25,081 94
Spencer,	16,690 50	490 08	4,450 42	51 00	1,500 00	1,995 55	1,048 46	26,226 01	342 40	25,883 61
Sterling,	3,618 70	578 90	329 79	63 42	550 40	332 57	26 14	5,519 52	1,638 23	3,881 29
Sturbridge,	3,882 10	1,043 75	533 00	56 45	625 00	408 02	397 44	6,945 76	1,227 54	5,718 22
Sutton,	5,028 13	335 30	801 73	190 01	645 00	624 27	-	7,624 44	280 26	7,344 18
Templeton,	6,089 30	906 40	1,674 24	138 95	750 00	489 01	50 00	10,097 90	1,205 76	8,892 14
Upton,	4,273 10	711 25	1,041 46	9 50	425 00	411 89	130 84	7,003 04	928 46	6,074 58
Uxbridge,	8,449 94	252 80	1,610 13	30 00	900 00	980 93	381 67	12,605 47	1,345 83	11,259 64
Warren,	11,151 93	10 00	2,188 36	45 00	1,200 00	1,538 97	1,325 98	18,677 75	1,980 84	16,696 91
Webster,	12,551 00	10 00	2,579 48	200 00	800 00	926 74	1,211 22	18,278 44	-	18,278 44
Westborough,	9,479 50	1,791 65	1,380 64	31 60	600 00	960 77	394 41	14,638 57	671 89	13,966 68
West Boylston,	4,960 00	479 90	726 51	154 50	800 00	452 80	25 38	7,599 09	375 00	7,224 09
West Brookfield,	2,310 00	753 60	436 80	7 00	457 50	246 10	564 04	4,775 84	937 34	3,837 70
Westminster,	3,177 00	589 90	337 50	63 50	600 00	160 95	108 99	5,037 84	1,026 34	4,011 50
Winchendon,	14,691 39	467 58	3,602 39	378 67	1,066 84	1,500 78	1,342 21	23,049 86	10,102 12	12,947 74
Worcester,	423,956 87	701 00	69,730 14	6,737 13	4,000 00	22,718 90	4,483 73	532,327 77	3,350 76	528,977 01
Totals,	\$936,129 11	\$37,856 23	\$170,689 62	\$14,031 89	\$46,003 94	\$73,930 83	\$36,327 46	\$1,314,969 08	\$61,879 81	\$1,253,089 24

WORCESTER COUNTY — CONTINUED.

TOWNS AND CITIES.	EXPENDITURES FOR SCHOOL BUILDINGS.				Amount included in the total expenditure for school buildings, being the total of the three preceding columns.	Amount raised by local taxation and expended for school buildings. Amount raised by local taxation and expended for support of the public schools and for school buildings, that is, for all school purposes.	LOCAL FUNDS WHOSE IN- COME MUST BE APPROPRIATED TO THE PUBLIC SCHOOLS.		Dog tax and other income voluntarily appropriated to the public schools.
	New school- houses.	Alterations and perma- nent repairs.	Ordinary re- pairs.	Principal.			Income.		
Ashburnham, .	-	-	\$1,630 38	\$1,630 38	\$7,225 50	-	-	-	-
Athol, .	-	-	421 11	421 11	23,674 15	-	-	-	-
Auburn, .	-	-	191 69	191 69	4,768 27	-	-	-	\$345 40
Barre, .	-	\$294 24	45 00	339 24	9,518 91	-	-	-	332 57
Berlin, .	-	70 00	40 76	110 76	2,815 42	-	\$1,500 00	\$73 53	86 59
Blackstone, .	\$4,000 00	419 30	540 30	4,959 60	19,789 05	-	12,000 00	620 29	-
Bolton, .	-	-	13 20	13 20	2,520 73	-	-	-	-
Boylston, .	-	-	31 70	31 70	2,119 97	-	-	-	-
Brookfield, .	-	91 00	409 23	500 23	9,791 35	-	3,035 00	111 40	368 84
Charlton, .	-	-	384 10	384 10	5,669 02	-	-	-	-
Clinton, .	15,155 20	-	2,043 56	17,198 76	59,587 54	-	-	-	154 57
Dana, .	-	-	39 68	39 68	1,368 78	-	941 33	56 48	-
Douglas, .	-	-	132 17	132 17	6,199 74	-	-	-	-
Dudley, .	-	-	96 25	96 25	8,202 99	-	-	-	309 13
Fitchburg, .	27,136 12	1,921 60	3,139 52	32,197 24	147,077 61	-	-	-	-
Gardner, .	-	1,065 20	935 33	2,000 53	40,370 64	-	1,000 00	50 00	-
Grafton, .	-	-	879 10	879 10	19,309 94	-	200 00	12 00	1,831 02
Hardwick, .	-	-	528 78	528 78	8,920 05	-	-	-	-
Harvard, .	-	-	194 20	194 20	4,291 11	-	3,666 66	202 00	414 10
Holden, .	-	-	603 05	603 05	9,259 58	-	-	-	-
Hopedale, .	-	261 00	649 40	649 40	13,057 74	-	1,200 00	72 00	-
Hubbardston, .	-	-	271 00	271 00	3,641 00	-	-	-	-
Lancaster, .	-	-	287 40	287 40	11,287 18	-	-	-	-
Leicester, .	165 00	266 26	124 73	555 99	14,759 45	-	-	-	408 46
Leominster, .	-	495 15	2,125 60	2,125 60	48,718 59	-	13,000 00	570 00	-
Lanenburg, .	-	99 09	246 85	246 85	4,014 45	-	-	-	-
London, .	-	-	-	-	3,348 36	-	-	-	174 10

SCHOOL RETURNS.

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Milford,	-	1,484 55	-	1,484 55	34,112 27	-	-	-
Millbury,	-	253 39	-	253 39	13,646 92	-	-	-
New Braintree,	-	77 93	-	77 93	1,392 90	-	-	-
Northborough,	-	-	-	-	8,525 84	-	145 00	-
Northbridge,	19,714 20	-	-	-	46,033 59	-	-	640 75
North Brookfield,	-	992 08	-	22,159 24	9,027 24	-	-	395 06
Oakham,	-	1,402 96	-	70 36	1,474 27	-	-	156 24
Oxford,	-	34 50	-	34 50	9,906 78	228 54	9 14	-
Paxton,	-	256 28	-	946 99	1,327 42	-	-	44 90
Petersham,	-	127 42	-	127 42	3,481 47	781 98	27 58	177 44
Phillipston,	-	140 80	-	140 80	1,090 66	-	-	88 16
Princeton,	-	24 99	-	24 99	3,081 84	-	-	212 82
Royalston,	-	349 71	-	349 71	2,506 49	-	-	126 11
Rutland,	194 39	-	-	194 39	3,854 79	6,500 00	275 00	68 76
Shrewsbury,	-	33 78	-	33 78	5,665 44	1,000 00	40 20	351 66
Southborough,	-	136 17	-	136 17	9,342 32	-	-	151 49
Southbridge,	-	132 56	-	132 56	44,539 49	-	-	-
Spencer,	18,427 60	1,029 95	-	19,457 55	27,340 90	-	-	821 05
Sterling,	-	1,151 81	-	1,457 29	4,029 68	15,047 17	601 68	-
Sturbridge,	100 00	148 39	-	148 39	5,998 99	-	-	-
Sutton,	-	280 77	-	280 77	7,756 86	-	-	558 20
Templeton,	-	1,002 99	590 31	412 68	9,329 37	-	-	330 34
Upton,	-	437 23	-	437 23	6,323 71	-	-	324 20
Uxbridge,	-	249 13	-	249 13	12,326 57	-	-	-
Warren,	-	1,066 93	-	1,066 93	17,405 07	-	-	-
Webster,	-	708 16	-	708 16	18,278 44	-	-	637 24
Westborough,	-	439 81	-	439 81	14,406 49	-	-	-
West Boylston,	10,644 37	-	-	10,698 42	17,922 51	-	-	-
West Brookfield,	-	54 05	-	317 75	4,155 45	-	-	-
Westminster,	-	317 75	-	1,012 97	5,024 47	-	-	-
Winchendon,	-	161 42	-	584 34	13,482 08	275,000 00	8,596 93	-
Worcester,	81,961 35	740 88	206 54	105,261 41	634,238 42	2,000 00	91 60	-
	-	18,017 23	832 77	-	-	-	-	-
Totals,	\$177,303 84	\$44,151 48	\$1,630 62	\$235,236 62	\$1,488,325 86	\$342,500 68	\$11,554 83	\$9,509 20

BOARD OF EDUCATION.

WORCESTER COUNTY -- CONCLUDED.

[illegible]

SCHOOL RETURNS.

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[illegible]

RECAPITULATION.

COUNTIES.	Population — U. S. Census of 1900.	Valuation — May 1, 1902.	No. of public schools.	SCHOOL CENSUS DATA SEPT. 1, 1902.				SCHOOL MEMBERSHIP AND ATTENDANCE DATA FOR THE SCHOOL YEAR.									
				No. of persons in towns between 5 and 15 years of age.	No. of persons in towns between 15 and 14 years of age.			No. of different pupils within the year.	No. of different pupils within the year under 5 years of age.	No. of different pupils within the year over 15 years of age.	No. of different pupils within the year between 7 and 14 years of age.	Average membership of all the schools.	Average attendance of all the schools.	Percentage of attendance based on average membership.			
Barnstable,	27,826	\$25,346,611	147	4,239	3,134	4,906	15	607	3,084	4,342	3,905	.90					
Berkshire,	95,667	62,840,327	483	18,320	13,173	16,761	273	1,449	11,486	14,293	13,081	.92					
Bristol,	252,029	193,551,411	911	47,737	34,291	39,979	649	2,404	27,182	34,207	31,471	.92					
Dukes,	4,561	4,417,603	24	605	454	706	1	100	440	608	559	.92					
Essex,	357,030	282,619,394	1,342	60,829	42,521	57,261	715	5,427	35,699	50,261	46,507	.92					
Franklin,	41,209	23,453,515	269	7,097	5,189	7,633	129	715	5,164	6,715	6,172	.92					
Hampden,	175,603	153,871,825	765	32,898	23,391	31,155	1,402	2,815	19,645	26,306	24,066	.91					
Hampshire,	58,820	34,695,079	317	10,350	7,375	10,497	265	945	7,004	9,173	8,459	.92					
Middlesex,	565,696	542,042,686	2,250	99,353	70,831	100,024	3,067	10,212	65,385	89,746	82,949	.92					
Nantucket,	3,006	3,338,192	11	386	271	437	5	52	261	380	352	.92					
Norfolk,	151,539	217,968,632	718	27,298	20,146	29,202	977	2,728	18,630	25,585	23,527	.92					
Plymouth,	113,985	85,648,851	531	19,186	14,657	21,092	178	2,001	13,675	18,807	17,323	.92					
Suffolk,	611,417	1,234,265,680	2,019	105,214	72,421	105,876	2,380	9,441	60,368	92,627	83,625	.90					
Worcester,	346,958	251,263,481	1,448	61,744	44,357	59,954	1,128	5,007	39,638	50,753	46,620	.92					
Totals,	2,805,346	\$3,115,426,287	11,235	495,266	352,211	485,483	11,184	43,903	307,661	423,803	388,616	.92					

SCHOOL RETURNS.

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RECAPITULATION — CONTINUED.

COUNTIES.	TEACHERS AND TEACHERS' WAGES.							LENGTH OF SCHOOLING.			HIGH SCHOOLS.			
	No. of teachers re-quired by the pub-lic schools.	No. of different male teachers employed during the school year.	No. of different fe-male teachers em-ployed during the school year.	No. of teachers that have graduated from normal schools.	No. of teachers that have attended nor-mal schools.	Average wages per month of male teachers.	Average wages per month of female teachers.	Aggregate of months all the public schools have been kept during the school year.	A'vge No. of months the public schools have been kept during the year.	No. of high schools.	No. of teachers.	No. of pupils.	Length of schooling.	Principals' salaries.
Barnstable,	163	38	158	68	99	\$71 72	\$40 59	1,299-3	8-16	14	25	624	9-7	\$12,275 00
Berkshire,	555	53	576	196	253	89 78	40 32	4,461-17	9-4	12	50	1,247	9-13	15,344 00
Bristol,	1,057	71	1,084	364	456	129 82	50 57	8,614-3	9-9	12	76	2,170	9-15	17,036 00
Dukes,	28	5	27	6	11	63 00	39 42	199-10	8-6	3	5	85	8-16	1,710 00
Essex,	1,570	126	1,548	504	594	132 38	51 86	12,783-2	9-10	28	205	5,102	9-12	43,668 00
Franklin,	285	14	351	107	150	83 06	37 12	2,268	8-8	11	35	785	9-8	10,937 00
Hampden,	895	66	904	445	516	142 55	53 23	7,252-7	9-9	11	104	2,274	9-16	20,150 00
Hampshire,	351	27	400	125	139	84 25	38 51	2,827-15	8-18	11	38	1,011	9-12	11,784 00
Middlesex,	2,727	247	2,680	1,115	1,359	149 64	58 74	20,850-3	9-5	48	402	10,232	9-10	80,260 00
Nantucket,	14	1	14	2	2	100 00	33 27	108	9-16	1	4	65	10	1,000 00
Norfolk,	830	93	855	297	382	120 51	52 93	6,674-5	9-5	27	131	3,258	9-9	37,061 00
Plymouth,	590	74	607	271	313	100 73	48 42	4,934-1	9-5	21	89	2,128	9-10	25,482 50
Suffolk,	2,459	300	2,125	1,593	1,674	211 65	73 29	18,879-10	9-7	16	276	7,454	9-5	54,860 00
Worcester,	1,684	158	1,697	838	974	121 31	47 58	13,487-7	9-6	48	245	5,610	9-12	59,944 83
Totals,	13,208	1,273	13,026	5,931	6,922	\$145 27	\$54 61	104,639-3	9-6	263	1,685	42,045	9-10	\$391,512 33

BOARD OF EDUCATION.

RECAPITULATION -- CONTINUED.

COUNTIES.	EXPENDITURES FOR THE SUPPORT OF PUBLIC SCHOOLS.							Total expenditure for the support of public schools, being the total of seven preceding columns.	Amount included in the total expenditure as given in the preceding column, but derived from other sources than local taxation, such as aid from the State, voluntary contributions, income from local funds, etc.	Amount raised by local taxation and expended for the support of public schools, being the total expenditure for such support diminished by contributions from other sources than local taxation.
	Teachers' wages.	Conveyance of pupils.	Fuel and care of school premises.	School committee, including clerical aid and truant service.	Superintendent of schools.	Text-books and school supplies.	School sundries.			
Barnstable,	\$72,799 43	\$8,860 08	\$13,206 02	\$1,575 46	\$8,434 57	\$7,196 23	\$3,050 93	\$115,122 72	\$20,502 11	\$94,620 61
Berkshire,	245,328 86	7,417 15	47,045 48	6,177 97	19,303 56	24,750 71	8,714 53	358,738 26	29,705 26	329,033 00
Bristol,	597,139 67	9,331 09	121,127 44	11,572 00	21,038 75	47,605 65	39,698 59	847,513 19	35,640 10	811,873 09
Dukes,	10,844 59	1,150 00	1,948 69	361 08	1,595 44	1,193 58	732 85	17,826 23	4,353 28	13,472 95
Essex,	895,332 17	11,048 37	153,767 03	16,323 09	31,549 38	77,643 29	38,182 39	1,223,845 72	19,183 80	1,204,661 92
Franklin,	110,312 53	13,466 45	15,730 34	1,567 77	12,454 60	13,822 77	4,726 17	171,580 63	31,753 62	139,827 01
Hampden,	561,282 37	9,369 97	101,662 97	10,806 62	21,068 66	57,971 01	22,842 44	785,004 04	37,819 69	747,184 35
Hampshire,	147,847 86	6,027 31	24,117 23	2,276 89	12,811 41	14,842 53	5,265 18	213,188 41	31,289 40	181,899 01
Middlesex,	1,860,585 78	39,926 88	322,403 85	27,948 39	62,657 87	149,944 97	69,366 23	2,532,833 97	50,103 81	2,482,730 16
Nantucket,	5,482 75	-	766 33	100 00	-	759 29	357 91	7,456 28	-	7,456 28
Norfolk,	525,685 77	18,828 55	98,042 67	6,607 54	31,486 01	50,897 69	27,937 89	759,486 12	20,903 60	738,582 52
Plymouth,	318,149 65	13,125 87	52,815 87	3,487 90	20,539 66	29,715 22	16,688 76	454,622 70	32,629 21	421,993 49
Suffolk,	2,588,294 66	1,889 69	306,545 80	55,446 76	33,746 06	119,775 67	98,629 07	3,204,327 74	61,274 25	3,143,053 49
Worcester,	936,129 11	37,856 23	170,689 62	14,031 89	46,003 94	73,930 83	36,327 46	1,314,969 08	61,879 84	1,253,089 24
Totals,	\$8,875,215 20	\$178,297 64	\$1,429,859 20	\$158,283 36	\$322,689 85	\$669,549 44	\$372,320 40	\$12,006,415 09	\$437,037 97	\$11,569,377 12

SCHOOL RETURNS.

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RECAPITULATION — CONTINUED.

COUNTIES.	EXPENDITURES FOR SCHOOL BUILDINGS.			Total expenditure for school buildings, being the total of the three preceding columns.	Amount included in the total expenditure for school buildings as given in the preceding column, but derived from other sources than local taxation.	Amount raised by local taxation and expended for school buildings.	Amount raised by local taxation and expended for support of the public schools and for all school purposes.	LOCAL FUNDS WHOSE INCOME MUST BE APPROPRIATED TO THE PUBLIC SCHOOLS.		Dog tax and other income voluntarily appropriated to the public schools.
	New school-houses.	Alterations and permanent repairs.	Ordinary repairs.					Principal.	Income.	
Barnstable,	-	\$500 00	\$5,517 20	\$6,017 20	\$378 63	\$5,638 57	\$100,259 18	\$36,233 00	\$1,965 32	\$1,856 80
Berkshire,	\$226 00	23,360 44	12,183 64	35,770 08	2 32	35,767 76	364,800 76	5,868 22	323 03	1,581 97
Bristol,	13,046 97	53,260 11	20,925 23	87,232 31	2,400 00	84,832 31	896,705 40	170,860 83	13,139 16	7,456 90
Dukes,	-	508 65	416 04	924 69	-	924 69	14,397 64	-	-	158 48
Essex,	78,520 25	19,698 67	69,535 85	167,754 77	12,526 04	155,228 73	1,359,890 65	145,916 78	6,650 97	7,690 89
Franklin,	25,272 66	6,644 47	7,117 99	39,035 12	-	39,035 12	178,862 13	22,131 25	744 34	1,324 24
Hamden,	113,425 65	24,671 10	31,142 44	169,239 19	259 60	168,979 59	916,163 94	167,085 91	7,021 45	4,065 32
Hampshire,	69,289 51	2,641 11	6,578 99	78,509 61	232 79	78,276 82	260,175 83	33,724 83	1,206 83	3,230 82
Middlesex,	328,464 83	109,559 91	93,325 91	531,350 65	100 00	531,250 65	3,013,980 81	133,966 52	5,601 94	7,338 05
Nantucket,	-	-	395 34	395 34	-	395 34	7,851 62	-	-	180 60
Norfolk,	254,294 06	12,480 99	32,774 58	299,549 63	8,059 91	291,489 72	1,030,072 24	32,659 59	1,800 81	5,757 70
Plymouth,	26,007 76	42,421 24	18,221 16	86,650 16	5,000 00	81,650 16	503,543 65	31,097 00	1,322 42	6,424 91
Suffolk,	1,048,084 79	368,435 90	7,838 71	1,424,359 40	-	1,424,359 40	4,567,412 89	126,875 00	5,829 60	52,529 19
Worcester,	177,303 84	15,411 92	44,151 48	236,867 24	1,630 62	235,236 62	1,488,325 86	342,500 68	11,554 83	9,509 20
Totals,	\$2,133,936 32	\$679,594 51	\$350,124 56	\$3,163,655 39	\$30,589 91	\$3,133,065 48	\$14,702,442 60	\$1,248,919 61	\$57,160 70	\$109,105 07

BOARD OF EDUCATION.

RECAPITULATION — CONCLUDED.

COUNTIES.	Town's share of school fund income paid Jan. 25, 1903.	Amount of voluntary contributions expended on the public schools but not included in expenditures by the town or city.	ACADEMIES AND PRIVATE SCHOOLS.				ESTIMATED AMOUNT OF TUITION PAID IN —		FUNDS WHOSE INCOME MUST BE APPROPRIATED TO ACADEMIES OR PRIVATE SCHOOLS.	
			No. of academies.	No. of different academy pupils attending during the year.	No. of private schools.	No. of different private school pupils attending during the year.	Academies.	Private schools.	Principal.	Income.
Barnstable.	\$5,727 66	\$865 56	—	—	—	3,292	—	—	\$10,000 00	—
Berkshire.	12,304 18	—	—	—	13	9,426	—	\$15,592 00	88,095 00	—
Bristol.	5,805 06	25,497 50	7	1,806	29	9,426	\$25,825 00	20,050 00	—	\$3,176 13
Dukes.	2,563 77	—	—	—	—	—	—	—	—	—
Essex.	6,658 77	310 75	5	753	45	12,349	57,449 62	46,240 00	858,157 00	26,658 00
Franklin.	11,638 93	78 00	5	1,326	2	2,240	96,923 29	50 00	1,548,488 51	33,345 46
Hampden.	8,725 11	497 15	1	161	24	7,666	12,096 00	19,400 00	487,952 00	11,725 78
Hampshire.	8,958 81	19 00	4	388	8	1,160	15,593 75	20,200 00	1,039,351 94	33,250 27
Middlesex.	12,457 54	3,447 77	12	1,048	63	15,109	173,140 57	103,207 00	664,518 12	19,978 36
Nantucket.	—	—	—	—	—	—	—	—	56,761 00	2,500 00
Norfolk.	5,685 61	180 76	3	413	20	2,281	30,632 98	126,240 00	1,270,000 00	64,200 00
Plymouth.	7,907 30	343 15	2	54	5	783	513 00	10,800 00	454,157 57	21,575 13
Suffolk.	—	—	4	416	104	24,342	14,579 00	388,981 46	2,592,592 38	98,737 89
Worcester.	19,246 28	125 00	5	665	44	8,847	47,473 68	28,750 95	980,644 00	21,680 00
Totals.	\$107,679 02	\$31,364 64	48	7,030	357	85,495	\$474,226 89	\$779,511 41	\$10,050,712 52	\$336,817 02

EVENING SCHOOLS.

CITIES AND TOWNS.	No. of schools.	ATTENDANCE.			Time. Average No. of evenings.	No. of teachers.	Expense.
		Males.	Females.	Average.			
Adams,	13	576	-	294	18	15	\$443 85
Attleborough,	10	252	106	210	26	12	500 19
Beverly,	7	130	124	110	30	8	1,276 23
Boston,	232	3,819	2,575	4,616	95	249	101,964 62
Brockton,	16	399	165	320	53	20	2,386 13
Brookline,	5	90	63	58	79	7	1,649 89
Cambridge,	32	1,110	477	624	62	51	8,607 86
Chelsea,	9	392	129	167	50	13	1,560 12
Chicopee,	17	243	225	344	40	31	1,804 74
Clinton,	6	257	91	168	70	11	838 50
Cohasset,	1	26	-	12	51	3	507 70
Dudley,	2	49	56	58	37	4	176 46
Everett,	5	78	39	55	54	6	1,337 57
Fall River,	63	2,730	1,794	2,743	45	168	12,519 34
Fitchburg,	2	241	89	140	44	17	1,979 45
Framingham,	4	72	67	92	43	6	695 14
Gardner,	4	280	100	234	31	29	909 28
Gloucester,	3	75	29	54	20	3	110 00
Greenfield,	3	85	22	37	53	5	387 00
Haverhill,	15	375	192	354	60	27	2,220 88
Holyoke,	28	629	458	1,087	45	53	5,647 90
Hyde Park,	7	146	126	96	62	7	1,107 65
Lawrence,	48	1,271	849	1,522	76	79	9,176 25
Leominster,	17	169	40	96	59	19	1,400 00
Lowell,	88	2,551	1,438	2,010	72	156	22,074 00
Lynn,	16	844	461	407	32	32	2,050 50
Malden,	10	364	187	198	54	15	2,665 41
Marlborough,	7	147	38	60	38	9	840 44
Medford,	6	160	61	60	64	6	793 98
Methuen,	2	45	15	50	50	6	185 50
Milford,	6	147	28	78	36	6	630 25
New Bedford,	48	1,590	863	1,634	42	88	7,503 31
Newburyport,	3	51	25	39	30	8	359 75
Newton,	3	183	48	65	36	9	897 62
North Adams,	14	263	109	280	40	17	1,700 00
Northampton,	10	118	53	115	49	11	862 71
North Attleborough,	3	69	35	49	35	4	184 50
Northbridge,	2	30	3	22	33	2	140 00
Orange,	3	38	15	28	30	5	222 36
Pittsfield,	5	90	24	42	19	5	368 60
Quincy,	10	389	35	129	43	9	1,667 53
Salem,	9	340	170	157	47	23	2,365 00
Somerville,	17	706	205	335	69	34	6,969 00
Southbridge,	4	95	90	121	41	9	650 54
South Hadley,	2	44	42	30	40	4	300 00
Spencer,	1	24	4	22	38	2	150 78
Springfield,	37	1,237	813	928	53	69	13,740 28
Taunton,	11	365	75	269	37	23	1,835 00
Waltham,	10	234	234	262	48	13	3,114 63
Watertown,	1	102	-	32	59	2	210 00
Webster,	7	157	75	145	50	10	524 95
Westfield,	4	75	72	66	39	4	171 00
Woburn,	4	127	31	61	38	8	543 51
Worcester,	66	1,324	717	1,143	109	91	20,434 68
Totals,	958	25,403	13,782	22,328	48	1,523	\$253,362 58

RETURNS OF SCHOOLS IN STATE INSTITUTIONS FOR THE SCHOOL YEAR 1902-1903.

STATE INSTITUTIONS.	No. of schools in the institution.	No. of different scholars of all ages during the year.	Average attendance during the year.	No. under 5 years of age attending school.	No. over 15 years of age attending school.	No. between 5 and 15 years of age remaining in the institution July 31, 1903.	No. of TEACHERS DURING THE YEAR.		WAGES OF TEACHERS PER MONTH.		Length of each school in months.
							Males.	Females.	Males.	Females.	
State Industrial School at Lancaster, . . .	7	359	198	-	133	63	-	28	\$25 00* to \$33 33*	\$25 00* to \$33 33*	12
Lyman School for Boys at Westborough, . . .	12	549	323	-	262	287	4	13	\$75 00* to \$91 67*	\$25 00* to \$33 33*	11

* And home.

GRADUATED TABLES.

In order to show the comparative standing of the towns and cities (1) in the taxes which they impose upon themselves for the support of their public schools, (2) in the ratio which these taxes bear to their respective valuations, and (3) in the ratio of the attendance upon the public schools to the whole number of children between five and fifteen, three graduated tables have been prepared.

For the sake of brevity as well as convenience of reference these tables may be named as follows:—

- I. Graduated taxation table.
- II. Graduated valuation table.
- III. Graduated attendance table.

NOTE.— *The usual restatements by counties of the facts presented in these tables have been dropped.*

I. Graduated Taxation Table.

In this table the towns and cities are classified or ranked according to the amounts which they severally raise by local taxation for the school support of each child in the average membership of the public schools. It is the average membership that more than any other factor determines the expense of the schools, and it is the expenditure for each child in the average membership that more than any other factor determines a town's liberality in matters of school support. In some places large numbers of children between five and fifteen are in private schools; the amount raised for the public schools is correspondingly reduced. Consequently the amounts of the local tax for each child between five and fifteen in such places are relatively small. To use such amounts, however, as evidence of the economy or the parsimony of towns would be illogical and unjust.

Advantage is taken of this table to present important data not given in reports previous to the sixty-sixth. They are the amounts yielded for each child in the average membership by the local tax *plus* the State and other contributions. In the column next to the last, the amounts measure the local taxation burden for each child in the average membership. That is to say, the former column shows what the town unaided is doing for the child, the latter column what the child gets from all sources.

II. Graduated Valuation Table.

This table exhibits for the several towns and cities the ratios which the sums raised by taxation and expended for the support of the public schools

bear to their respective assessed valuations. For convenience of apprehension the ratio in each case is expressed as so many dollars of tax on a thousand dollars of valuation.

III. *Graduated Attendance Table.*

This table exhibits for the several towns and cities the ratio in each case of the average attendance upon the public schools to the whole number of children between five and fifteen reported in the school census. If there are no private schools, the ratio is likely to be high. If there are no private schools and at the same time an unusually large proportion of the children under five and over fifteen are attending school, the ratio may exceed even a hundred per cent. On the other hand, if children attend private schools in any considerable number, the fact is reflected in a lower ratio.

I. GRADUATED TAXATION TABLE.

Table showing for the several towns and cities of the State the comparative amounts of money expended for the support of public schools per child, as determined (1) by the number of children between five and fifteen years of age in the town or city and (2) by the number of children in the average membership of the public schools.

Rank according to the amount yielded for each child in the average membership of the public schools by the local tax for school support.		TOWNS AND CITIES.	AMOUNT EXPENDED FOR THE SUPPORT OF THE PUBLIC SCHOOLS FROM THE —		NUMBER OF CHILDREN —		Amount of local tax for school support for each child between five and fifteen years of age.	AMOUNT YIELDED FOR EACH CHILD IN THE AVERAGE MEMBERSHIP OF THE PUBLIC SCHOOLS BY THE —	
			Local tax only.	Local tax plus the State and other contributions.	In town between five and fifteen years of age.	In the average membership of the public schools.		Local tax for support.	Local tax plus the State and other contributions.
1901-2.	1902-3.								
1	1	Weston,	\$14,021 06	\$14,021 06	257	245	\$54 56	\$57 23	\$57 23
5	2	Lincoln,	6,027 28	6,680 74	132	113	45 66	53 34	59 12
2	3	Nahant,	5,827 67	5,827 67	105	118	50 50	49 39	49 39
3	4	Brookline,	157,005 91	157,005 91	3,193	3,189	49 17	49 23	49 23
7	5	Hull,	7,610 01	7,610 01	1,215	1,56	35 40	48 78	48 78
8	6	Milton,	58,440 24	58,440 24	1,255	1,262	46 57	46 31	41 97
9	7	Wellesley,	30,744 50	30,763 50	659	733	46 65	41 94	41 97
6	8	Hopedale,	12,408 34	12,408 34	283	308	43 85	40 29	40 29
4	9	Burlington,	2,321 83	2,305 14	73	58	31 71	40 03	50 09
14	10	Cohasset,	15,284 49	15,324 89	382	403	40 01	37 93	38 03
205	11	Dover,	4,265 79	5,155 41	148	116	28 82	36 77	44 44
11	12	Newton,	202,377 10	202,377 10	5,711	5,544	35 44	36 50	36 50
15	13	Boston,	2,936,609 19	2,997,792 44	94,882	83,895	30 95	35 00	35 73
16	14	Manchester,	13,675 18	13,675 18	399	392	34 27	34 88	34 88
12	15	Falmouth,	16,453 52	16,980 52	467	392	35 23	34 86	35 98
10	16	Belmont,	21,206 68	21,206 68	672	613	31 56	34 59	34 59
13	17	Springfield,	345,605 06	351,999 63	10,899	10,206	31 71	33 86	34 49
30	18	Longmeadow,	4,010 03	4,650 15	158	119	25 38	33 70	39 08
17	19	Westwood,	5,185 59	6,231 17	200	154	25 93	33 67	40 46
18	20	Sudbury,	5,944 28	6,826 16	174	178	34 16	33 39	38 35

Table showing the comparative amounts of money expended for the support, etc. — Continued.

Rank according to the amount yielded for each child in the average membership of the public schools by the local tax for school support.		TOWNS AND CITIES.	AMOUNT EXPENDED FOR THE SUPPORT OF THE PUBLIC SCHOOLS FROM THE —		NUMBER OF CHILDREN —		Amount of local tax for school support for each child between five and fifteen years of age.	AMOUNT YIELDED FOR EACH CHILD IN THE AVERAGE MEMBERSHIP OF THE PUBLIC SCHOOLS BY THE —	
			Local tax only.	Local tax plus the State and other contributions.	In town between five and fifteen years of age.	In the average membership of the public schools.		Local tax for support.	Local tax plus the State and other contributions.
1901-2.	1902-3.								
29	21	Lynnfield, .	\$2,821 07	\$3,472 41	109	86	\$25 88	\$32 80	\$40 38
111	22	Petersham, .	3,340 67	4,070 36	109	102	30 65	32 75	39 91
49	23	Webster, .	18,278 44	18,278 44	1,673	583	10 93	31 35	31 35
20	24	Watertown, .	40,766 60	40,766 60	1,621	1,309	25 15	31 14	31 14
129	25	Boxford, .	2,693 30	3,991 97	106	87	25 41	30 96	45 88
36	26	Hamilton, .	6,657 96	7,325 88	253	215	26 32	30 93	34 07
27	27	Holyoke, .	3,447 46	4,833 80	129	113	18 24	30 82	30 86
39	28	Tyngsborough, .	185,262 30	185,506 12	10,157	6,012	26 72	30 51	42 78
21	29	Lowell, .	316,866 80	316,866 80	14,437	10,480	21 94	30 24	30 24
26	30	Canton, .	17,634 28	17,634 28	801	584	22 02	30 19	30 19
27	31	Southborough, .	9,209 76	10,447 30	302	306	30 50	30 10	34 14
32	32	Waltham, .	88,939 18	88,939 18	3,951	2,961	22 51	30 04	30 04
80	33	Lancaster, .	10,999 78	10,999 78	424	367	25 94	29 97	29 97
25	34	Fitchburg, .	114,880 37	115,804 37	6,180	3,860	18 59	29 76	30 00
50	35	Littleton, .	5,890 87	6,882 21	1,188	199	31 33	29 60	34 58
28	36	Cambridge, .	416,914 50	424,945 21	15,587	14,244	26 75	29 27	29 83
35	37	Dedham, .	41,823 48	43,418 96	1,261	1,431	33 17	29 23	30 33
34	38	Melrose, .	77,348 88	77,348 88	2,585	2,654	29 93	29 17	29 17
58	39	Hyde Park, .	47,917 16	47,917 16	2,183	1,646	21 95	29 11	29 11
59	40	Barre, .	9,179 67	10,195 46	368	316	24 94	29 05	32 26
41	41	Swampscott, .	19,376 80	19,376 80	675	671	38 71	28 88	28 88
23	42	Harvard, .	4,096 91	5,025 04	151	142	27 13	28 85	32 57
44	43	Barnstable, .	19,836 95	23,375 77	638	688	31 09	28 83	33 98
37	44	Beverly, .	66,444 82	66,444 82	2,473	2,312	26 87	28 74	28 74
40	45	Worcester, .	528,977 01	532,327 77	20,965	18,560	25 23	28 39	28 57
89	46	Topsfield, .	3,090 76	3,800 52	125	109	24 73	28 36	34 87
42	47	Somerville, .	286,705 00	286,747 00	11,203	10,220	25 59	28 05	28 06
63	48	Mattapoisett, .	4,381 06	5,624 96	178	157	24 61	27 90	35 83

SCHOOL RETURNS.

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31	49	Arlington, .	42,502 95	42,626 04	1,659	1,526	25 62	27 85	27 93
24	50	Bedford, .	4,688 00	5,611 79	2,000	169	23 44	27 74	33 21
100	51	Franklin, .	18,848 66	19,806 91	993	681	18 98	27 68	29 09
46	52	Medford, .	100,084 80	100,333 80	3,585	3,628	27 92	27 59	27 66
33	53	Malden, .	162,838 54	163,498 09	6,545	5,912	24 88	27 54	27 66
47	54	Dalton, .	14,015 50	15,185 26	532	510	26 34	27 48	29 78
87	55	Lenox, .	15,460 03	15,630 03	519	563	29 79	27 46	27 76
131	56	West Boylston, .	7,224 09	7,599 09	195	264	37 05	27 36	28 78
38	57	New Bedford, .	220,765 88	222,924 96	11,840	8,104	18 65	27 51	27 51
65	58	Walpole, .	17,278 72	19,060 37	666	637	25 94	27 13	29 92
64	59	Stockbridge, .	10,368 78	10,944 50	395	388	26 60	27 08	28 21
60	60	Lawrence, .	193,409 19	193,409 19	11,462	7,164	16 87	26 99	26 99
110	61	Scituate, .	10,923 03	11,621 50	424	405	25 76	26 97	28 69
79	62	Hingham, .	21,966 58	23,366 28	714	816	30 77	26 92	28 64
105	63	Acton, .	7,908 14	8,709 48	319	294	24 79	26 90	29 62
56	64	Winthrop, .	30,561 41	30,561 41	1,170	1,137	26 12	26 88	26 88
82	65	Marion, .	3,624 90	4,331 92	148	135	26 85	26 85	32 09
123	66	Attleborough, .	52,005 21	53,980 46	2,047	1,948	25 41	26 70	27 71
55	67	Concord, .	26,376 22	32,596 48	884	988	29 84	26 70	32 99
54	68	Haverhill, .	129,991 58	130,407 08	6,099	4,888	21 31	26 59	26 68
62	69	Reading, .	25,833 72	25,833 72	915	978	28 29	26 44	26 44
107	70	Greenfield, .	36,711 01	38,012 39	1,350	1,390	27 20	26 41	27 35
119	71	Warwick, .	1,847 97	2,985 37	88	70	21 00	26 40	42 65
52	72	Groton, .	9,644 27	9,946 89	366	366	26 35	26 35	27 18
71	73	Southbridge, .	25,081 94	25,380 28	2,154	962	11 64	26 35	26 66
57	74	Winchester, .	38,932 69	38,932 69	1,407	1,484	27 67	26 23	26 23
69	75	North Adams, .	79,552 25	79,552 25	4,542	3,047	17 51	26 11	26 11
149	76	Barnardston, .	2,579 83	4,174 90	114	99	22 63	26 06	42 17
45	77	Cottage City, .	4,423 02	4,835 52	177	170	24 99	26 02	28 44
22	78	Wenham, .	3,109 82	3,481 63	153	120	20 33	25 92	29 01
79	79	Lexington, .	18,719 91	19,106 91	679	723	27 67	25 86	26 43
80	80	Ware, .	29,511 16	29,851 91	1,584	1,141	18 63	25 86	26 16
73	81	Norfolk, .	3,356 42	3,801 18	127	130	24 85	25 82	29 21
125	82	Leominster, .	46,592 99	47,162 99	2,169	1,807	21 48	25 78	26 10
43	83	Carver, .	4,200 80	5,299 88	165	163	25 46	25 77	32 51
61	84	Salem, .	116,348 91	116,348 91	6,198	4,626	18 78	25 71	25 71
85	85	Sharon, .	7,547 96	8,763 64	312	298	24 19	25 33	29 41
163	86	Tewksbury, .	8,752 63	9,709 44	523	346	16 74	25 30	28 06
67	87	Plympton, .	1,160 23	2,343 62	49	46	23 68	25 22	50 95

BOARD OF EDUCATION.

Table showing the comparative amounts of money expended for the support, etc. — Continued.

Rank according to the amount yielded for each child in the average membership of the public schools by the local tax for school support.		TOWNS AND CITIES.	AMOUNT EXPENDED FOR THE SUPPORT OF THE PUBLIC SCHOOLS FROM THE —		NUMBER OF CHILDREN —		Amount of local tax for school support for each child between five and fifteen years of age.	AMOUNT YIELDED FOR EACH CHILD IN THE AVERAGE MEMBERSHIP OF THE PUBLIC SCHOOLS BY THE —	
			Local tax only.	Local tax plus the State and other contributions.	In town between five and fifteen years of age.	In the average membership of the public schools.		Local tax for support.	Local tax plus the State and other contributions.
1901-2.	1902-3.								
84	88	Pittsfield,	\$87,848 64	\$87,848 64	4,204	3,846	\$20 90	\$25 20	\$25 20
98	89	Norwell,	5,418 67	7,084 14	223	216	24 30	25 09	32 80
104	90	Marlborough,	53,148 43	53,417 43	2,839	2,119	18 72	25 08	25 21
72	91	Hardwick,	8,391 27	9,743 31	577	336	14 54	24 97	29 00
70	92	Needham,	16,807 51	16,982 01	733	674	22 93	24 94	25 20
66	93	Westfield,	48,383 84	29,504 21	2,152	1,941	22 48	24 93	15 20
88	94	Spencer,	25,843 61	26,226 01	1,366	1,041	18 95	24 86	25 19
90	95	Wakefield,	47,278 06	47,624 06	1,810	1,902	26 12	24 86	25 56
86	96	Taunton,	112,065 07	115,692 64	4,985	4,509	22 48	24 85	25 66
48	97	Princeton,	2,732 13	4,425 91	156	110	17 51	24 84	40 23
93	98	Bourne,	7,153 83	8,196 79	243	288	29 44	24 84	28 46
99	99	Revere,	53,243 40	53,334 40	2,356	2,147	22 60	24 80	24 84
81	100	Lynn,	238,669 98	239,186 95	11,019	9,674	21 66	24 67	24 72
130	101	Amesbury,	24,376 53	24,376 53	1,640	988	14 86	24 67	24 67
207	102	Monson,	13,900 41	15,801 75	646	570	21 66	24 54	27 72
176	103	Wilbraham,	5,243 08	6,439 42	257	215	20 40	24 39	29 95
76	104	Northampton,	63,454 54	65,339 57	3,081	2,603	20 60	24 38	25 10
170	105	Northborough,	8,525 84	9,460 02	352	350	24 22	24 36	27 03
230	106	Edgartown,	3,574 69	4,087 19	136	147	26 28	24 32	27 80
156	107	Framingham,	48,591 96	49,011 35	1,834	2,001	26 49	24 28	24 49
83	108	Wrentham,	10,360 87	11,639 29	420	429	24 67	24 15	27 13
258	109	Mendon,	3,348 36	4,244 79	154	139	21 74	24 09	30 54
193	110	Yarmouth,	4,694 47	7,671 62	191	195	24 58	24 07	39 34
150	111	Dracut,	11,189 11	12,167 01	653	471	17 13	23 76	25 83
168	112	Palmer,	22,581 51	23,480 64	1,229	955	18 37	23 65	34 59
114	113	Everett,	121,121 82	121,121 82	5,034	5,123	24 26	23 64	23 64
97	114	Ashland,	6,330 96	7,620 71	226	269	28 01	23 54	28 33
196	115	Orange,	24,436 32	24,436 32	1,025	1,040	23 84	23 50	23 50

SCHOOL RETURNS.

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103	116	Braintree, .	27,626 95	28,105 95	1,131	1,176	24 43	23 49	23 90
219	117	Tisbury, .	3,513 13	4,093 04	142	150	24 74	23 42	27 29
77	118	Stoneham, .	23,651 98	23,797 48	959	1,014	24 66	23 33	23 41
108	119	Leicester, .	14,203 46	14,498 22	556	609	25 55	23 32	23 81
120	120	North Andover, .	17,241 27	17,389 93	823	740	20 95	23 30	23 50
133	121	Weymouth, .	45,735 56	45,893 56	1,873	1,968	24 41	23 24	23 32
238	122	Bolton, .	2,507 53	3,891 49	101	108	24 83	23 22	36 03
138	123	Townsend, .	5,872 29	7,407 47	239	253	24 57	23 28	29 28
127	124	Grafton, .	18,430 84	19,794 68	903	795	23 10	23 18	24 90
266	125	Boxborough, .	1,016 56	2,389 97	62	44	16 33	23 10	54 32
134	126	Medfield, .	5,490 88	6,505 24	231	238	23 77	23 07	27 33
137	127	Fall River, .	296,397 52	303,451 14	21,442	12,854	13 82	23 06	27 31
154	128	Methuen, .	29,525 98	29,603 48	1,594	1,282	18 52	23 03	23 09
179	129	Natick, .	38,258 52	38,635 02	1,882	1,663	24 18	23 01	23 23
131	130	Shelburne, .	5,427 57	6,699 75	216	236	25 13	23 00	23 39
132	131	Brockton, .	160,181 68	160,318 18	7,468	6,967	21 45	22 99	23 01
133	132	North Attleborough, .	27,561 23	27,561 23	1,188	1,200	23 20	22 97	22 97
134	133	Peabody, .	41,000 00	41,097 97	2,076	1,786	19 75	22 96	23 01
135	134	Athol, .	23,253 04	23,253 04	1,145	1,013	20 31	22 95	23 95
136	135	Adams, .	37,741 54	37,741 54	2,652	1,645	14 23	22 94	22 94
137	136	Wayland, .	9,930 54	11,301 39	398	433	24 95	22 93	26 10
186	137	Sherborn, .	3,575 98	4,559 63	222	156	16 11	22 92	29 23
113	138	Montague, .	24,951 94	25,742 84	1,334	1,091	18 70	22 87	23 60
112	139	Foxborough, .	11,946 15	13,675 09	492	524	24 28	22 80	26 10
102	140	Westford, .	8,754 91	9,841 75	417	386	20 99	22 68	25 50
94	141	Newbury, .	4,491 88	5,373 72	194	199	25 15	22 57	27 00
155	142	Chelsea, .	122,639 49	122,639 49	6,806	5,448	18 02	22 51	22 51
51	143	Norton, .	5,284 83	6,809 37	291	235	18 16	22 49	28 98
85	144	Norwood, .	29,045 45	29,045 45	1,303	1,296	22 21	22 33	22 33
78	145	Marshfield, .	5,525 55	6,527 75	248	248	22 28	22 32	26 32
121	146	Hopkinton, .	9,317 60	10,714 80	401	419	23 24	22 24	25 57
228	147	Dudley, .	8,106 74	8,826 50	721	366	11 24	22 15	24 12
167	148	Sheffield, .	5,438 21	6,335 28	280	246	19 42	22 11	25 75
192	149	Brewster, .	2,694 99	3,348 07	134	122	20 11	22 09	27 44
118	150	Andover, .	26,012 80	26,012 80	980	1,178	26 54	22 08	22 08
282	151	Granby, .	2,347 15	3,349 91	114	107	20 59	21 94	31 31
75	152	Abington, .	18,158 35	20,011 39	800	828	22 70	21 93	24 17
171	153	Duxbury, .	5,345 08	6,242 20	234	244	22 84	21 91	25 58
132	154	Quincy, .	108,276 44	108,315 22	5,621	4,948	19 26	21 88	21 89

Table showing the comparative amounts of money expended for the support, etc. — Continued.

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1901-2.								
141	Dunstable, .	\$1,221 79	\$2,482 79	72	56	\$16 97	\$21 81	\$41 34
155	East Bridgewater, .	10,675 99	11,781 83	502	491	21 27	21 74	24 00
223	Milford, .	32,627 72	32,627 72	1,717	1,502	19 00	21 72	21 72
135	Merrimac, .	8,403 73	9,045 57	366	388	22 96	21 66	23 31
117	Plymouth, .	35,311 28	35,329 53	1,554	1,538	22 72	21 66	22 97
139	Chicopee, .	51,970 98	52,033 98	3,202	2,402	16 23	21 64	21 66
116	Williamstown, .	16,863 26	17,208 26	878	780	19 21	21 62	22 06
143	Ludlow, .	9,658 21	11,178 91	511	447	18 89	21 61	25 01
183	Danvers, .	30,971 73	31,711 48	1,460	1,434	21 21	21 60	22 11
172	Chilmark, .	624 15	1,261 25	41	29	15 22	21 52	43 49
343	Westborough, .	13,966 68	14,638 57	656	650	21 29	21 49	22 52
159	Amherst, .	15,689 33	17,389 89	699	732	22 45	21 43	23 76
166	Lee, .	11,601 11	13,138 77	756	543	15 35	21 36	24 20
167	Hanover, .	6,956 93	8,041 68	324	326	21 47	21 34	24 67
128	Shrewsbury, .	5,529 27	6,577 41	262	260	21 10	21 26	25 30
169	Agawam, .	8,779 29	9,781 13	522	413	16 81	21 26	23 68
170	New Braintree, .	1,314 97	2,414 78	77	62	17 08	21 21	38 95
229	Douglas, .	6,067 57	6,968 52	310	286	19 57	21 21	24 36
235	Stoughton, .	15,698 99	16,963 50	987	741	15 91	21 19	22 89
140	Berlin, .	2,705 66	3,506 40	188	128	14 39	21 14	27 39
302	Wareham, .	11,559 33	12,604 09	613	547	18 86	21 13	23 04
189	Holliston, .	8,580 42	10,378 91	415	407	20 67	21 08	25 50
233	Fairhaven, .	12,728 21	14,170 90	699	604	18 21	21 07	23 46
182	Ashby, .	2,692 00	4,197 73	120	128	22 43	21 03	32 80
178	West Brookfield, .	3,837 70	4,775 04	183	183	20 74	20 97	26 09
179	Billerica, .	9,436 69	10,061 69	460	450	20 52	20 97	22 36
180	Wentfleet, .	2,805 62	3,579 47	121	134	23 19	20 94	26 71
151	Rockland, .	21,753 15	22,126 65	1,024	1,041	21 24	20 90	21 26
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1902-3.								

SCHOOL RETURNS.

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166	Clinton,	42,388 78	2,546	2,030	16 65	20 88	20 88
216	Warren,	18,677 75	785	800	21 27	20 87	23 35
217	Chelmsford,	15,352 59	741	671	18 86	20 83	22 88
184	Whitman,	23,297 33	1,055	1,119	22 08	20 82	21 46
213	Randolph,	13,427 93	639	645	21 01	20 82	22 45
187	Newburyport,	36,277 37	2,483	1,745	14 61	20 79	21 48
157	Bridgewater,	16,879 02	739	815	22 84	20 71	31 07
160	Acushnet,	3,176 63	234	155	13 58	20 49	24 66
206	Sandwich,	4,361 96	221	213	19 74	20 48	26 58
106	Saugus,	23,064 00	1,104	1,127	20 89	20 83	20 83
146	Middleborough,	24,230 29	1,047	1,185	23 13	20 45	20 45
145	New Ashford,	142 81	8	7	17 85	20 41	59 26
346	Holden,	8,656 53	538	426	16 09	20 32	23 27
199	Maynard,	11,968 08	683	590	17 52	20 28	20 78
243	Cheshire,	3,137 50	180	156	17 43	20 11	27 06
152	Brookfield,	9,291 12	490	462	18 96	20 11	22 62
211	Lincoln,	3,767 60	226	188	16 67	20 04	26 18
158	Lincoln,	4,922 35	226	188	16 67	20 04	26 18
109	Chatham,	6,230 19	246	256	20 76	19 95	24 34
200	Northbridge,	23,916 85	1,306	1,206	18 28	19 80	19 83
181	Raynham,	4,868 45	239	213	17 64	19 79	22 86
237	Northfield,	5,495 91	243	226	18 38	19 76	24 32
203	South Hadley,	17,980 82	778	810	20 56	19 75	22 20
169	Orleans,	3,433 49	168	174	20 44	19 73	28 39
202	Hampden,	2,739 51	106	97	18 02	19 69	28 24
174	Woburn,	53,836 35	3,300	2,735	16 31	19 68	19 91
207	Nantucket,	7,456 28	396	380	18 83	19 62	19 62
162	Swansea,	4,728 43	273	241	17 32	19 62	23 67
209	Gardner,	38,370 11	2,032	1,957	18 88	19 81	19 81
185	Upton,	6,074 58	304	310	19 98	19 60	22 59
200	Hudson,	19,719 05	963	1,006	20 48	19 60	19 61
225	Sterling,	3,881 29	194	198	20 01	19 60	27 88
212	Easton,	19,839 71	923	1,014	21 49	19 57	26 71
213	Deerfield,	5,825 74	302	298	19 29	19 55	21 57
214	Kingston,	7,379 35	331	378	22 29	19 52	23 63
178	Great Barrington,	18,179 19	1,028	936	17 68	19 42	22 23
195	North Reading,	3,231 77	151	140	17 95	19 36	23 08
165	Oxford,	8,959 79	521	464	17 20	19 31	21 06
234	Wilmington,	5,944 88	357	309	16 65	19 24	23 30
220	Hatfield,	3,826 49	231	199	16 56	19 23	22 73
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BOARD OF EDUCATION.

Table showing the comparative amounts of money expended for the support, etc. — Continued.

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1901-2.								
187	Holbrook,	\$8,000 00	\$9,035 64	430	418	\$18 60	\$19 14	\$21 62
222	Somerset,	7,810 80	7,810 72	432	370	16 39	19 14	21 11
223	Bellingham,	5,215 18	6,167 88	297	273	17 56	19 10	22 59
204	West Bridgewater,	5,349 35	6,702 46	305	280	17 54	19 10	23 94
224	Hadley,	4,300 45	6,021 47	279	226	25 41	19 03	26 64
255	Chester,	4,761 62	6,422 08	246	252	19 36	18 90	25 48
267	Marblehead,	22,010 20	22,010 20	1,037	1,166	21 22	18 88	18 88
228	Rockport,	14,386 74	14,974 82	816	766	17 63	18 78	19 55
229	Carlisle,	1,309 83	2,233 14	78	70	16 79	18 71	31 90
226	Phillipston,	1,065 67	1,915 12	61	57	17 47	18 70	33 59
231	Dartmouth,	9,654 08	11,008 59	616	517	15 67	18 67	21 29
194	Rehoboth,	4,965 92	5,411 68	290	267	17 13	18 60	20 27
233	Ipswich,	13,478 47	16,526 07	785	725	17 17	18 59	22 79
234	West Springfield,	27,330 79	56,291 17	1,442	1,470	18 95	18 59	37 61
209	Auburn,	4,566 58	5,260 83	381	246	11 99	18 56	21 39
215	West Tisbury,	1,014 22	2,014 22	50	52	20 18	18 50	38 74
237	Westminster,	4,011 50	5,087 84	237	217	16 93	18 49	23 22
188	Uxbridge,	11,259 64	12,005 47	634	610	17 48	18 46	20 66
208	Blandford,	2,044 01	3,238 10	134	111	15 25	18 41	29 17
190	West Newbury,	3,848 61	5,086 69	229	210	16 87	18 33	24 22
245	Colrain,	5,130 48	6,321 74	352	280	14 52	18 32	22 58
242	Pepperell,	13,199 78	13,576 12	641	721	20 59	18 31	18 82
252	Monterey,	1,278 65	2,427 65	77	70	16 61	18 27	34 68
243	Mansfield,	13,148 81	14,594 08	722	727	18 21	18 09	20 07
244	Millbury,	13,393 53	14,378 22	865	743	15 48	18 03	19 35
246	Gloucester,	82,757 75	82,757 75	4,421	4,626	18 72	17 89	17 89
247	Tyringham,	751 28	1,691 09	43	42	17 47	17 89	40 26
321	Shirley,	4,288 85	5,586 69	246	240	17 43	17 87	23 28
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1902-3.								

SCHOOL RETURNS.

CV

308	250	Charlton,	.	.	.	5,284 92	5,688 10	373	296	14 17	17 85	19 22
342	251	Oakham,	.	.	.	1,439 77	2,296 27	81	97	14 84	17 77	28 35
147	252	Stow, .	.	.	.	2,821 18	3,756 80	184	159	15 33	17 74	23 63
236	253	Rutland,	.	.	.	3,821 01	5,018 16	271	216	14 10	17 68	23 23
197	254	Paxton,	.	.	.	1,200 00	2,508 25	79	68	15 19	17 65	37 77
248	255	Millis, .	.	.	.	3,678 61	4,433 77	226	209	16 28	17 60	21 21
294	256	Buckland, .	.	.	.	4,308 90	5,323 66	257	245	16 77	17 59	21 73
323	257	New Salem,	.	.	.	2,322 09	4,625 48	124	132	18 73	17 59	35 04
279	258	Becket,	.	.	.	2,713 79	3,958 48	181	155	14 99	17 51	25 54
254	259	Sturbridge, .	.	.	.	5,718 22	6,945 76	352	327	16 24	17 49	21 24
251	260	Harwich, .	.	.	.	6,265 34	7,880 65	397	359	15 78	17 45	21 95
285	261	Monroe, .	.	.	.	6,265 06	1,539 15	36	36	17 39	17 39	42 75
291	262	Enfield, .	.	.	.	2,428 78	3,361 04	141	141	13 13	17 23	23 84
253	263	Ayer, .	.	.	.	7,927 44	9,440 24	464	465	27 09	17 05	20 30
264	264	Salisbury, .	.	.	.	4,126 34	4,913 68	242	242	14 74	17 05	20 30
74	265	Middleton, .	.	.	.	1,839 13	2,768 89	123	108	14 95	17 03	25 64
221	266	Groveland, .	.	.	.	7,351 39	8,210 39	396	433	18 56	16 98	18 96
288	267	Freetown, .	.	.	.	3,727 35	4,484 61	279	220	13 36	16 94	20 38
299	268	Russell, .	.	.	.	1,964 34	2,876 40	126	116	15 59	16 93	24 27
242	269	Brimfield, .	.	.	.	2,020 92	3,013 73	148	120	13 65	16 84	25 11
232	270	Hanson, .	.	.	.	3,187 36	4,423 11	218	191	14 62	16 69	23 16
175	271	Sunderland, .	.	.	.	1,845 71	3,173 37	112	111	16 48	16 63	28 57
295	272	Halifax, .	.	.	.	1,160 75	2,305 87	84	70	13 82	16 58	32 94
261	273	Medway, .	.	.	.	7,593 25	9,499 95	437	459	17 38	16 54	20 70
312	274	Whately, .	.	.	.	1,637 39	2,136 69	121	98	13 53	16 50	21 80
268	275	Eastham, .	.	.	.	1,134 90	1,924 33	82	69	13 84	16 45	27 89
244	276	Lanesborough, .	.	.	.	1,890 14	2,434 90	125	115	15 12	16 44	21 17
318	277	Sandisfield, .	.	.	.	1,363 37	2,110 77	105	83	12 98	16 43	25 43
307	278	Sutton, .	.	.	.	7,344 18	7,624 44	636	448	11 55	16 39	17 02
272	279	Templeton, .	.	.	.	8,892 14	10,097 90	654	544	13 60	16 35	18 56
239	280	Georgetown, .	.	.	.	4,279 34	5,543 42	283	262	15 12	16 33	21 16
264	281	Boylston, .	.	.	.	2,088 27	3,104 15	164	128	12 73	16 31	24 25
315	282	Wales, .	.	.	.	1,775 17	2,521 83	115	109	15 44	16 29	23 14
249	283	Easthampton, .	.	.	.	17,102 44	18,909 92	1,147	1,053	14 91	16 24	17 96
293	284	Lakeville, .	.	.	.	2,106 97	2,926 73	169	130	12 47	16 21	22 51
250	285	Hubbardston, .	.	.	.	3,370 00	4,503 00	201	209	16 77	16 12	21 55
313	286	Hancock, .	.	.	.	1,093 10	1,743 92	61	68	17 92	16 08	25 65
325	287	Otis, .	.	.	.	1,125 05	2,116 86	77	70	14 61	16 07	30 24
265	288	Leyden, .	.	.	.	979 18	2,032 98	61	61	16 05	16 05	33 33

Table showing the comparative amounts of money expended for the support, etc. — Concluded.

Rank according to the amount yielded for each child in the average membership of the public schools by the local tax for school support.		TOWNS AND CITIES.	AMOUNT EXPENDED FOR THE SUPPORT OF THE PUBLIC SCHOOLS FROM THE —		NUMBER OF CHILDREN —		Amount of local tax for school support for each child between five and fifteen years of age.	AMOUNT YIELDED FOR EACH CHILD IN THE AVERAGE MEMBERSHIP OF THE PUBLIC SCHOOLS BY THE —	
			Local tax only.	Local tax plus the State and other contributions.	In town between five and fifteen years of age.	In the average membership of the public schools.		Local tax for support.	Local tax plus the State and other contributions.
1901-2.	1902-3.								
280	289	Southampton,	\$2,205 22	\$3,516 31	139	138	\$15 94	\$15 98	\$25 48
306	290	Rochester,	2,263 32	3,210 63	159	142	14 23	15 94	22 61
319	291	Chesterfield,	1,381 66	2,207 55	99	87	13 96	15 88	25 37
290	292	Conway,	3,252 00	3,883 87	205	205	15 86	15 86	18 95
286	293	Ashfield,	2,584 24	4,103 88	146	163	17 70	15 85	25 18
296	294	Blackstone,	14,829 45	15,271 91	1,111	938	12 35	15 81	16 28
263	295	Westport,	6,130 40	7,100 16	495	388	12 38	15 80	18 30
276	296	Granville,	2,635 39	1,408 51	183	168	14 84	15 68	8 38
283	297	Dennis,	6,178 45	7,856 86	315	395	19 61	15 64	19 89
259	298	New Marlborough,	2,921 79	3,863 74	230	187	12 70	15 62	20 66
324	299	Royalston,	2,312 10	3,409 91	146	149	15 84	15 52	22 89
304	300	Greenwich,	1,225 00	2,077 02	108	79	11 34	15 51	26 29
335	301	Savoy,	1,358 23	2,419 79	92	88	14 76	15 43	27 50
301	302	Gill,	1,750 20	3,164 96	146	114	11 99	15 35	27 76
201	303	North Brookfield,	8,956 88	10,634 64	639	585	14 02	15 31	18 14
277	304	Huntington,	4,691 80	5,980 10	303	307	15 48	15 28	19 48
292	305	Williamsburg,	5,611 78	7,966 91	374	369	15 00	15 21	21 59
274	306	Provincetown,	11,949 68	13,321 20	811	788	14 73	15 16	16 91
289	307	Ashburnham,	5,595 12	6,258 20	351	372	15 94	15 04	18 41
332	308	Tolland,	644 08	1,221 58	58	43	11 10	14 98	28 41
298	309	Washington,	1,000 00	2,242 21	86	67	11 63	14 93	33 47
284	310	Winchendon,	12,947 74	23,049 86	1,016	871	12 74	14 87	26 46
317	311	Rowley,	2,717 95	3,363 76	213	183	12 76	14 85	18 38
231	312	Peru,	499 22	1,302 25	60	34	8 32	14 68	38 30
270	313	Hinsdale,	3,568 59	4,618 64	258	248	13 83	14 39	18 62
262	314	Essex,	4,383 67	5,371 75	350	311	12 52	14 10	17 27
273	315	Avon,	4,349 55	5,416 96	298	313	14 58	13 88	17 31
95	316	Dighton,	3,565 46	4,482 90	299	264	11 92	13 51	16 98

SCHOOL RETURNS.

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322	Seekonk,	2,963 34	4,014 86	269	222	11 02	13 35	18 08
287	Erving,	2,500 88	4,063 14	142	188	17 61	13 30	21 61
310	Richmond,	1,632 88	3,118 85	131	117	11 70	13 10	26 66
332	Charlmont,	2,074 12	4,492 67	163	159	12 72	13 04	28 19
334	Dana,	1,329 10	2,403 39	125	102	10 63	13 03	23 56
303	East Longmeadow,	3,671 84	6,241 34	323	287	11 37	12 79	21 75
330	West Stockbridge,	2,160 84	3,480 77	175	174	12 35	12 42	20 00
247	Truro,	1,552 76	2,570 20	142	126	10 93	12 32	20 40
309	Prescott,	808 49	1,952 33	77	66	10 50	12 25	29 58
337	Westhampton,	1,182 28	2,537 33	115	97	10 28	12 19	26 16
327	Egremont,	1,056 95	2,934 16	99	87	10 68	12 15	33 73
350	Clarksburg,	1,942 76	2,822 76	270	160	7 19	12 14	17 64
331	Southwick,	2,166 43	4,427 38	202	179	10 72	12 10	24 73
329	Belchertown,	5,285 49	6,638 73	427	438	12 38	12 07	15 16
328	Berkley,	1,863 78	2,530 03	174	155	10 73	12 04	16 32
269	Windsor,	1,007 26	2,417 85	114	85	8 84	11 83	28 21
332	Montgomery,	600 00	1,864 58	55	51	10 91	11 76	36 56
334	Heath,	823 30	2,053 46	83	70	9 92	11 76	29 34
335	Mashpee,	996 65	1,584 83	63	63	11 06	11 06	25 16
271	Shutesbury,	702 97	2,085 14	79	65	8 90	10 81	31 31
311	Mount Washington,	232 92	1,050 10	26	22	8 96	10 59	47 73
338	Wendell,	914 11	2,336 32	119	88	7 68	10 39	26 55
349	Worthington,	1,183 01	2,559 27	124	118	9 54	10 03	21 69
340	Gosnold,	200 00	642 14	18	20	11 11	10 00	32 11
314	Alford,	332 68	1,159 09	41	34	8 11	9 78	34 09
342	Hawley,	482 79	1,900 65	64	51	7 54	9 47	38 44
343	Cumington,	1,444 50	3,555 39	147	157	9 83	9 20	22 65
344	Rowe,	875 32	2,019 41	88	96	9 95	9 12	21 04
340	Florida,	714 67	1,789 77	95	80	7 52	8 93	22 50
346	Middlefield,	843 13	2,295 02	88	99	9 58	8 52	23 18
347	Pelham,	597 89	1,935 07	83	75	7 20	7 97	25 80
348	Hampden,	175 00	726 14	27	23	6 48	7 61	31 57
349	Leverett,	769 39	2,349 89	127	103	6 06	7 47	22 81
350	Pembroke,	1,282 13	2,192 56	196	173	6 52	7 41	12 67
333	Plainfield,	525 00	1,833 04	96	79	5 47	6 65	23 20
350	Goshen,	257 75	1,407 51	72	51	3 58	5 05	27 60
353	Gay Head,	123 74	892 87	41	40	3 02	3 09	22 32

II. GRADUATED VALUATION TABLE.

A graduated table in which all the towns in the State are numerically arranged according to the proportion of their taxable property appropriated for the support of public schools for the year 1902-1903.

For 1901-1902, by the State valuation of 1901.	For 1902-1903, by the State valuation of 1902.	TOWNS AND CITIES.	Amount appropri- ated to the support of public schools for each thousand dollars of valua- tion.	For 1901-1902, by the State valuation of 1901.	For 1902-1903, by the State valuation of 1902.	TOWNS AND CITIES.	Amount appropri- ated to the support of public schools for each thousand dollars of valua- tion.
1	1	West Boylston, .	\$9 84	41	48	Northbridge, .	\$6 38
2	2	Warren, .	9 61	68	49	Barre, .	6 37
25	3	Colrain, .	8 64	59	50	Lee, .	6 34
4	4	Huntington, .	8 62	58	51	Natick, .	6 33
89	5	Savoy, .	8 48	84	52	Littleton, .	6 33
273	6	Clarksburg, .	8 06	44	53	Norwood, .	6 31
66	7	Tyngsborough, .	8 05	133	54	Wales, .	6 31
90	8	Greenfield, .	7 97	85	55	Southborough, .	6 25
16	9	Orange, .	7 94	83	56	Belchertown, .	6 23
22	10	Monson, .	7 84	72	57	Foxborough, .	6 21
46	11	New Salem, .	7 70	12	58	Wrentham, .	6 17
10	12	Grafton, .	7 61	19	59	Hinsdale, .	6 12
5	13	Groveland, .	7 57	67	60	Whitman, .	6 12
8	14	Spencer, .	7 55	20	61	Erving, .	6 11
23	15	Chester, .	7 55	100	62	Attleborough, .	6 09
9	16	Palmer, .	7 51	49	63	Saugus, .	6 07
17	17	Buckland, .	7 46	29	64	Orleans, .	6 06
7	18	Abington, .	7 27	109	65	Dudley, .	6 06
33	19	Granville, .	7 06	63	66	Agawam, .	6 03
26	20	Ware, .	6 99	141	67	Sutton, .	6 03
18	21	Brookfield, .	6 97	69	68	Sheffield, .	6 02
3	22	E. Longmeadow, .	6 96	120	69	Shelburne, .	6 02
11	23	N. Attleborough, .	6 94	40	70	Ashland, .	6 01
15	24	Adams, .	6 86	93	71	Methuen, .	6 01
32	25	Randolph, .	6 86	74	72	Everett, .	5 99
27	26	Gardner, .	6 82	71	73	Leominster, .	5 98
52	27	Rockland, .	6 76	73	74	Sturbridge, .	5 98
30	28	Weymouth, .	6 73	144	75	Becket, .	5 98
65	29	E. Bridgewater, .	6 72	24	76	Millbury, .	5 97
81	30	Northborough, .	6 69	75	77	Williamstown, .	5 95
43	31	Somerset, .	6 68	92	78	Walpole, .	5 95
14	32	Merrimac, .	6 64	79	79	Charlemont, .	5 93
64	33	Bellingham, .	6 64	54	80	Dennis, .	5 91
34	34	Holden, .	6 61	62	81	Pepperell, .	5 91
42	35	Bridgewater, .	6 55	86	82	Oxford, .	5 88
37	36	Montague, .	6 54	105	83	Leicester, .	5 87
244	37	Rehoboth, .	6 53	153	84	Blackstone, .	5 85
55	38	Hudson, .	6 48	51	85	Westford, .	5 84
91	39	Bernardston, .	6 48	94	86	Reading, .	5 83
31	40	Templeton, .	6 47	113	87	Danvers, .	5 83
53	41	Mansfield, .	6 47	134	88	Raynham, .	5 82
61	42	Williamsburg, .	6 47	208	89	Mendon, .	5 81
13	43	Auburn, .	6 44	48	90	South Hadley, .	5 80
56	44	Norwell, .	6 43	76	91	Braintree, .	5 80
39	45	Holbrook, .	6 40	129	92	Westminster, .	5 80
36	46	Provincetown, .	6 39	47	93	Wayland, .	5 78
108	47	Wilbraham, .	6 39	152	94	Salisbury, .	5 78

SCHOOL RETURNS.

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For 1901-1902, by the State valuation of 1901.	For 1902-1903, by the State valuation of 1902.	TOWNS AND CITIES.	Amount appropri- ated to the support of public schools for each thousand dollars of valua- tion.	For 1901-1902, by the State valuation of 1901.	For 1902-1903, by the State valuation of 1902.	TOWNS AND CITIES.	Amount appropri- ated to the support of public schools for each thousand dollars of valua- tion.
77	95	Ashburnham, . .	\$5 74	175	156	Hingham, . .	\$5 07
88	96	Southbridge, . .	5 74	142	157	Brimfield, . .	5 05
80	97	North Adams, . .	5 71	258	158	Petersham, . .	5 05
82	98	Marlborough, . .	5 71	160	159	W. Bridgewater, . .	5 04
87	99	Rutland, . .	5 71	140	160	Melrose, . .	5 03
35	100	Norton, . .	5 70	127	161	Millis, . .	5 01
57	101	Middleborough, . .	5 70	78	162	Avon, . .	4 98
167	102	Upton, . .	5 68	157	163	Tewksbury, . .	4 98
104	103	Holliston, . .	5 67	149	164	Dalton, . .	4 97
107	104	Warwick, . .	5 67	119	165	Rowe, . .	4 96
60	105	Westfield, . .	5 66	159	166	Acushnet, . .	4 95
124	106	Wakefield, . .	5 63	257	167	Granby, . .	4 94
70	107	Malden, . .	5 62	151	168	Ayer, . .	4 92
303	108	Mashpee, . .	5 62	150	169	Easthampton, . .	4 89
170	109	Douglas, . .	5 60	143	170	Quincy, . .	4 88
38	110	Ashby, . .	5 57	148	171	Haverhill, . .	4 88
28	111	Chatham, . .	5 56	177	172	Prescott, . .	4 87
95	112	Harwich, . .	5 56	189	173	Hampden, . .	4 87
156	113	Frammingham, . .	5 55	174	174	Medford, . .	4 85
101	114	Hopkinton, . .	5 50	166	175	Westborough, . .	4 83
182	115	Westhampton, . .	5 50	179	176	Revere, . .	4 83
329	116	Monterey, . .	5 50	220	177	Cummington, . .	4 81
216	117	Norfolk, . .	5 48	341	178	Dover, . .	4 79
106	118	Brockton, . .	5 44	102	179	West Brookfield, . .	4 75
135	119	Pittsfield, . .	5 41	122	180	Richmond, . .	4 75
279	120	Heath, . .	5 41	180	181	Fitchburg, . .	4 75
97	121	Milford, . .	5 39	292	182	Chesterfield, . .	4 75
111	122	Chicopee, . .	5 39	173	183	Stoneham, . .	4 74
103	123	Clinton, . .	5 38	201	184	Canton, . .	4 74
146	124	Athol, . .	5 38	116	185	Florida, . .	4 73
234	125	Greenwich, . .	5 36	211	186	Amesbury, . .	4 73
118	126	Medway, . .	5 31	213	187	Andover, . .	4 73
136	127	W. Stockbridge, . .	5 30	229	188	Acton, . .	4 73
121	128	Taunton, . .	5 29	233	189	Shirley, . .	4 72
132	129	Hardwick, . .	5 27	247	190	Charlton, . .	4 70
98	130	Hubbardston, . .	5 26	225	191	Boylston, . .	4 70
171	131	Dracut, . .	5 26	212	192	Leyden, . .	4 70
114	132	Kingston, . .	5 24	263	193	Royalston, . .	4 68
190	133	Franklin, . .	5 24	145	194	Conway, . .	4 67
117	134	Chelmsford, . .	5 23	198	195	Ashfield, . .	4 66
110	135	Hanover, . .	5 22	217	196	Northfield, . .	4 66
96	136	N. Marlborough, . .	5 21	195	197	Lawrence, . .	4 64
243	137	Bolton, . .	5 21	161	198	Amherst, . .	4 63
285	138	Otis, . .	5 21	163	199	Uxbridge, . .	4 61
115	139	Concord, . .	5 20	199	200	Springfield, . .	4 61
126	140	Wilmington, . .	5 19	222	201	Freetown, . .	4 61
138	141	Stoughton, . .	5 17	162	202	Sandwich, . .	4 59
131	142	Somerville, . .	5 16	147	203	Gloucester, . .	4 55
172	143	Rockport, . .	5 16	192	204	Worcester, . .	4 55
183	144	Brewster, . .	5 14	181	205	Holyoke, . .	4 54
112	145	W. Springfield, . .	5 12	186	206	Winchendon, . .	4 54
158	146	Chelsea, . .	5 12	169	207	Cheshire, . .	4 52
315	147	Berlin, . .	5 12	196	208	Lynn, . .	4 52
123	148	Peabody, . .	5 11	251	209	Rochester, . .	4 52
128	149	Northampton, . .	5 11	206	210	Shrewsbury, . .	4 50
154	150	Fairhaven, . .	5 11	188	211	Needham, . .	4 49
185	151	Townsend, . .	5 11	139	212	Hanson, . .	4 47
164	152	Sudbury, . .	5 10	210	213	Maynard, . .	4 46
21	153	N. Brookfield, . .	5 08	202	214	Arlington, . .	4 45
45	154	Windsor, . .	5 07	205	215	Monroe, . .	4 45
137	155	Woburn, . .	5 07	191	216	Southampton, . .	4 44

BOARD OF EDUCATION.

For 1901-1902, by the State valuation of 1901.	For 1902-1903, by the State valuation of 1902.	TOWNS AND CITIES.	Amount appropri- ated to the support of public schools for each thousand dollars of valua- tion.	For 1901-1902, by the State valuation of 1901.	For 1902-1903, by the State valuation of 1902.	TOWNS AND CITIES.	Amount appropri- ated to the support of public schools for each thousand dollars of valua- tion.
249	217	Edgartown, . . .	\$4 44	335	278	Worthington, . .	\$3 35
200	218	Swansea, . . .	4 42	266	279	Sharon, . . .	3 76
130	219	Blandford, . . .	4 41	259	280	Washington, . .	3 73
194	220	Lowell, . . .	4 40	296	281	Rowley, . . .	3 72
197	221	Sterling, . . .	4 40	283	282	Medfield, . . .	3 65
165	222	Georgetown, . .	4 39	125	283	Shutesbury, . .	3 63
203	223	Billerica, . . .	4 39	269	284	Phillipston, . .	3 59
221	224	Middlefield, . .	4 37	232	285	Gay Head, . . .	3 57
336	225	Oakham, . . .	4 36	281	286	Dartmouth, . . .	3 57
307	226	Sandisfield, . .	4 35	215	287	Marshfield, . . .	3 56
6	227	Dighton, . . .	4 34	306	288	Carlisle, . . .	3 56
168	228	Essex, . . .	4 34	280	289	Enfield, . . .	3 54
248	229	Southwick, . .	4 33	287	290	New Bedford, . .	3 52
302	230	Boxborough, . .	4 30	289	291	Newburyport, . .	3 51
50	231	Truro, . . .	4 24	291	292	Watertown, . . .	3 47
219	232	Cambridge, . .	4 24	268	293	Stow, . . .	3 46
235	233	Waltham, . . .	4 24	290	294	Plympton, . . .	3 46
282	234	Longmeadow, . .	4 24	295	295	Scituate, . . .	3 45
240	235	Berkley, . . .	4 23	293	296	Lakeville, . . .	3 44
231	236	Peru, . . .	4 20	278	297	Eastham, . . .	3 40
214	237	Dedham, . . .	4 20	294	298	Lancaster, . . .	3 40
252	238	Montgomery, . .	4 20	265	299	North Andover, .	3 39
254	239	North Reading, .	4 17	314	300	Tisbury, . . .	3 36
224	240	Bedford, . . .	4 16	264	301	Lexington, . . .	3 31
238	241	Harvard, . . .	4 16	99	302	Hawley, . . .	3 29
155	242	Ludlow, . . .	4 13	304	303	Newton, . . .	3 26
187	243	Gt. Barrington, .	4 13	319	304	New Braintree, .	3 25
245	244	Easton, . . .	4 12	301	305	Topsfield, . . .	3 23
250	245	Hadley, . . .	4 11	322	306	Tyringham, . . .	3 22
227	246	Hyde Park, . . .	4 10	275	307	Groton, . . .	3 21
348	247	Tolland, . . .	4 10	209	308	Middleton, . . .	3 19
242	248	Salem, . . .	4 09	297	309	Marblehead, . .	3 19
261	249	Deerfield, . . .	4 09	284	310	Pelham, . . .	3 18
253	250	Barnstable, . .	4 08	312	311	Wellesley, . . .	3 18
218	251	Winchester, . .	4 07	223	312	Princeton, . . .	3 13
256	252	Plymouth, . . .	4 07	309	313	Webster, . . .	3 11
267	253	Burlington, . .	4 06	324	314	Hatfield, . . .	3 06
178	254	Sunderland, . .	4 05	299	315	Bourne, . . .	3 05
239	255	Wareham, . . .	4 05	317	316	Duxbury, . . .	3 04
272	256	Halifax, . . .	4 04	193	317	Plainfield, . . .	3 03
204	257	Lanesborough, .	4 03	316	318	Stockbridge, . .	3 02
255	258	Dunstable, . . .	3 99	337	319	Boxford, . . .	3 02
300	259	Russell, . . .	3 98	308	320	Hopedale, . . .	2 98
230	260	Sherborn, . . .	3 96	321	321	Swampscott, . .	2 98
237	261	Paxton, . . .	3 96	311	322	Wellfleet, . . .	2 94
241	262	Lunenburg, . . .	3 96	327	323	Seekonk, . . .	2 94
226	263	Belmont, . . .	3 95	331	324	Mattapoisett, . .	2 87
262	264	Newbury, . . .	3 95	323	325	Weston, . . .	2 86
260	265	Fall River, . . .	3 93	298	326	Westwood, . . .	2 83
274	266	Lynnfield, . . .	3 92	325	327	Milton, . . .	2 72
344	267	Whately, . . .	3 92	345	328	New Ashford, . .	2 67
184	268	Wendell, . . .	3 89	351	329	Chilmark, . . .	2 67
207	269	Carver, . . .	3 88	330	330	Cottage City, . .	2 66
276	270	Ipswich, . . .	3 86	228	331	Leverett, . . .	2 65
236	271	Westport, . . .	3 85	246	332	West Newbury, .	2 65
305	272	Hancock, . . .	3 85	326	333	Hamilton, . . .	2 65
270	273	Winthrop, . . .	3 84	334	334	Yarmouth, . . .	2 58
277	274	Dana, . . .	3 81	286	335	Mt. Washington, .	2 56
271	275	Beverly, . . .	3 80	320	336	West Tisbury, . .	2 56
288	276	Lenox, . . .	3 79	342	337	Lincoln, . . .	2 56
313	277	Gill, . . .	3 79	340	338	Marion, . . .	2 52

SCHOOL RETURNS.

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For 1901-1902, by the State valuation of 1901.	For 1902-1903, by the State valuation of 1902.	TOWNS AND CITIES.	Amount appropri- ated to the support of public schools for each thousand dollars of valua- tion	For 1901-1902, by the State valuation of 1901.	For 1902-1903, by the State valuation of 1902.	TOWNS AND CITIES.	Amount appropri- ated to the support of public schools for each thousand dollars of valua- tion.
333	339	Boston, . . .	\$2 46	349	347	Goshen, . . .	\$1 82
332	340	Cohasset, . . .	2 42	176	348	Pembroke, . . .	1 81
310	341	Egremont, . . .	2 36	346	349	Brookline, . . .	1 80
318	342	Holland, . . .	2 26	343	350	Wenham, . . .	1 63
338	343	Nantucket, . . .	2 23	350	351	Manchester, . . .	1 50
339	344	Falmouth, . . .	2 19	352	352	Nahant, . . .	1 12
328	345	Alford, . . .	2 02	353	353	Gosnold, . . .	84
347	346	Hull, . . .	1 84				

III. GRADUATED ATTENDANCE TABLE.

In which all the towns in the State are numerically arranged according to the AVERAGE ATTENDANCE of the children upon the public schools for the year 1902-1903.

TOWNS AND CITIES.				TOWNS AND CITIES.					
		No. of children between 5 and 15 years of age in each town.	Average attendance upon school.			No. of children between 5 and 15 years of age in each town.	Average attendance upon school.		
			Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.				Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.		
1	West Boylston,	195	246	1.26	41	Edgartown, .	136	133	.98
2	Erving, . . .	142	178	1.25	42	Ashby, . . .	120	117	.98
3	Dennis, . . .	315	364	1.16	43	Townsend, . .	239	235	.98
4	Ashland, . . .	226	255	1.13	44	Foxborough, .	492	483	.98
5	Andover, . . .	980	1,102	1.12	45	Medway, . . .	437	428	.98
6	Bourne, . . .	243	260	1.07	46	Reading, . . .	915	893	.98
7	Concord, . . .	884	926	1.05	47	Hudson, . . .	963	941	.98
8	Dedham, . . .	1,261	1,328	1.05	48	Orange, . . .	1,025	1,008	.98
9	Pepperell, . .	641	671	1.05	49	Winchester, .	1,407	1,376	.98
10	Hingham, . . .	714	745	1.04	50	Bolton, . . .	101	97	.98
11	Kingston, . . .	331	344	1.04	51	Hancock, . . .	61	60	.98
12	Groveland, . .	396	412	1.04	52	Melrose, . . .	2,585	2,498	.97
13	Ashfield, . . .	146	152	1.04	53	Avon, . . .	298	288	.97
14	Shelburne, . .	216	222	1.03	54	Cohasset, . . .	382	370	.97
15	Wellesley, . .	659	678	1.03	55	Everett, . . .	5,034	4,809	.96
16	Hopedale, . . .	283	288	1.03	56	Abington, . . .	800	771	.96
17	Marblehead, .	1,037	1,060	1.02	57	Ashburnham, .	351	338	.96
18	Middlefield, . .	88	90	1.02	58	Hubbardston, .	201	193	.96
19	Wayland, . . .	398	405	1.02	59	Lexington, . .	679	648	.95
20	Easton, . . .	923	943	1.02	60	Rockland, . . .	1,024	974	.95
21	Wellfleet, . . .	121	124	1.02	61	New Salem, . .	124	117	.94
22	Bridgewater, . .	739	745	1.01	62	Greenfield, . .	1,350	1,265	.94
23	Framingham, . .	1,834	1,846	1.01	63	West Tisbury, .	50	47	.94
24	Leicester, . . .	556	564	1.01	64	Warren, . . .	785	739	.94
25	Tisbury, . . .	142	142	1.00	65	Randolph, . . .	639	599	.94
26	Gloucester, . .	4,421	4,443	1.00	66	Lenox, . . .	519	488	.94
27	Natick, . . .	1,582	1,576	1.00	67	Medfield, . . .	231	216	.94
28	Barnstable, . .	638	637	1.00	68	Ayer, . . .	464	436	.94
29	Groton, . . .	366	336	1.00	69	Norfolk, . . .	127	119	.94
30	Cummington, . .	147	147	1.00	70	South Hadley, .	778	733	.94
31	Littleton, . . .	188	186	.99	71	Monroe, . . .	36	34	.94
32	Stoneham, . . .	959	950	.99	72	Wrentham, . . .	420	393	.93
33	Wakefield, . . .	1,810	1,784	.99	73	Hanover, . . .	324	300	.93
34	Middleborough, .	1,047	1,038	.99	74	Saugus, . . .	1,104	1,030	.93
35	Hopkinton, . . .	401	397	.99	75	Sudbury, . . .	174	162	.93
36	Rowe, . . .	88	87	.99	76	N. Attleborough, .	1,188	1,102	.93
37	Merrimac, . . .	366	359	.98	77	W. Springfield, .	1,442	1,345	.93
38	Weymouth, . . .	1,873	1,831	.98	78	Milton, . . .	1,255	1,173	.93
39	Whitman, . . .	1,055	1,031	.98	79	Nahant, . . .	105	98	.93
40	Amherst, . . .	699	686	.98	80	Sterling, . . .	194	180	.93

SCHOOL RETURNS.

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	TOWNS AND CITIES.	No. of children between 5 and 15 years of age in each town.	Average attendance upon school.	Ratio of attendance to the whole No. of children between 5 and 15, ex- pressed in decimals.		TOWNS AND CITIES.	No. of children between 5 and 15 years of age in each town.	Average attendance upon school.	Ratio of attendance to the whole No. of children between 5 and 15, ex- pressed in decimals.
81	Yarmouth, . .	191	175	.92	141	W. Stockbridge, .	175	151	.86
82	Westborough, .	656	603	.92	142	Mashpee, . .	63	54	.86
83	Holliston, . .	415	382	.92	143	Bellingham, . .	297	255	.86
84	Weston, . .	257	236	.92	144	Southampton, .	139	119	.86
85	Upton, . .	304	281	.92	145	N. Brookfield, .	639	549	.86
86	E. Bridgewater, .	502	464	.92	146	Uxbridge, . .	644	549	.85
87	Southborough, .	302	278	.92	147	Marion, . .	148	126	.85
88	W. Brookfield, .	185	171	.92	148	Walpole, . .	666	566	.85
89	Shirley, . .	246	227	.92	149	Petersham, . .	109	93	.85
90	Norwood, . .	1,303	1,199	.92	150	Somerville, . .	11,203	9,559	.85
91	Manchester, . .	399	366	.92	151	Cambridge, . .	15,587	13,215	.85
92	Braintree, . .	1,131	1,034	.91	152	Westminster, .	237	201	.85
93	Mansfield, . .	722	659	.91	153	Arlington, . .	1,659	1,409	.85
94	Brookline, . .	3,193	2,912	.91	154	Revere, . .	2,356	2,016	.85
95	Provincetown, .	811	741	.91	155	Easthampton, .	1,147	975	.85
96	Huntington, . .	303	277	.91	156	Granby, . .	114	96	.84
97	Duxbury, . .	234	214	.91	157	Needham, . .	733	617	.84
98	Holbrook, . .	430	392	.91	158	Brewster, . .	134	112	.84
99	Shrewsbury, . .	262	238	.91	159	N. Andover, . .	823	694	.84
100	Cottage City, . .	177	161	.91	160	Ipswich, . .	785	657	.84
101	Chester, . .	246	225	.91	161	W. Bridgewater, .	305	257	.84
102	Marshfield, . .	248	224	.90	162	Montgomery, . .	55	46	.84
103	Conway, . .	205	184	.90	163	Acton, . .	319	268	.84
104	Billerica, . .	460	412	.90	164	Tyringham, . .	43	36	.84
105	Rockport, . .	816	734	.90	165	Worthington, . .	124	104	.84
106	Chatham, . .	246	221	.90	166	Sharon, . .	312	262	.84
107	Plymouth, . .	1,554	1,392	.90	167	West Newbury, .	229	190	.83
108	Gardner, . .	2,032	1,826	.90	168	Mattapoisett, . .	178	148	.83
109	Medford, . .	3,585	3,241	.90	169	Hinsdale, . .	258	213	.83
110	Williamsburg, .	374	338	.90	170	Westfield, . .	2,152	1,790	.83
111	Northborough, .	352	317	.90	171	Gosnoid, . .	18	15	.83
112	Stockbridge, . .	395	355	.90	172	Malden, . .	6,545	5,449	.83
113	Royalston, . .	146	132	.90	173	Gay Head, . .	41	34	.83
114	Swampscott, . .	675	610	.90	174	Williamstown, .	878	725	.83
115	Carver, . .	165	148	.90	175	Westhampton, .	115	95	.83
116	Newbury, . .	194	174	.90	176	Russell, . .	126	105	.83
117	Charlemont, . .	163	146	.90	177	North Reading, .	151	125	.83
118	Buckland, . .	257	230	.89	178	Monson, . .	646	527	.82
119	Norwell, . .	223	198	.89	179	Harwich, . .	397	326	.82
120	Nantucket, . .	396	352	.89	180	Quincy, . .	5,621	4,584	.82
121	Danvers, . .	1,460	1,299	.89	181	Maynard, . .	683	562	.82
122	Sunderland, . .	112	100	.89	182	Westford, . .	417	341	.82
123	Deerfield, . .	302	270	.89	183	Athol, . .	1,145	941	.82
124	Sturbridge, . .	352	309	.88	184	Gt. Barrington, .	1,028	843	.82
125	Newton, . .	5,711	5,035	.88	185	Stow, . .	184	150	.82
126	Winthrop, . .	1,170	1,032	.88	186	Belmont, . .	672	552	.82
127	Sandwich, . .	221	194	.88	187	Georgetown, . .	283	234	.82
128	Attleborough, .	2,047	1,802	.88	188	Milford, . .	1,717	1,413	.82
129	Leyden, . .	61	54	.88	189	Hamilton, . .	253	207	.82
130	Scituate, . .	424	370	.87	190	Phillipston, . .	61	50	.82
131	Belchertown, . .	427	372	.87	191	Oxford, . .	521	427	.82
132	Brookfield, . .	490	426	.87	192	Eastham, . .	82	67	.82
133	Beverly, . .	2,473	2,144	.87	193	Savoy, . .	92	75	.82
134	Brockton, . .	7,468	6,531	.87	194	Raynham, . .	239	195	.82
135	Springfield, . .	10,899	9,445	.87	195	Plympton, . .	49	40	.82
136	Harvard, . .	151	132	.87	196	Pelham, . .	83	68	.82
137	Northbridge, . .	1,306	1,125	.86	197	Wareham, . .	613	498	.81
138	Dalton, . .	532	458	.86	198	Chelmsford, . .	741	600	.81
139	Taunton, . .	4,985	4,274	.86	199	Essex, . .	350	285	.81
140	Mendon, . .	154	133	.86	200	Millis, . .	226	183	.81

TOWNS AND CITIES.		No. of children between 5 and 15 years of age in each town.	Average attendance upon school.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.	TOWNS AND CITIES.		No. of children between 5 and 15 years of age in each town.	Average attendance upon school.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
201	Northfield, .	243	198	.81	261	Templeton, .	654	490	.75
202	Grafton, .	903	730	.81	262	Tyngsborough, .	129	97	.75
203	Prescott, .	77	62	.81	263	Watertown, .	1,621	1,221	.75
204	Wilmington, .	357	286	.80	264	Shutesbury, .	79	59	.75
205	Barre, .	368	293	.80	265	New Ashford, .	8	6	.75
206	Worcester, .	20,965	16,827	.80	266	Holland, .	27	20	.74
207	Dighton, .	299	238	.80	267	Chelsea, .	6,806	5,060	.74
208	Rowley, .	213	170	.80	268	Lanesborough, .	125	93	.74
209	Douglas, .	310	249	.80	269	Haverhill, .	6,099	4,510	.74
210	Lynn, .	11,019	8,839	.80	270	Otis, .	77	57	.74
211	Paxton, .	79	61	.80	271	Leverett, .	127	94	.74
212	Boston, .	94,882	75,517	.80	272	Montague, .	1,334	988	.74
213	Truro, .	142	114	.80	273	Hawley, .	64	47	.73
214	Granville, .	183	146	.80	274	Colrain, .	352	256	.73
215	Dana, .	125	99	.79	275	Clinton, .	2,546	1,876	.73
216	E. Longm' dow, .	323	257	.79	276	Dartmouth, .	616	450	.73
217	Millbury, .	865	682	.79	277	Brimfield, .	148	108	.73
218	Pembroke, .	196	155	.79	278	Palmer, .	1,229	891	.72
219	Richmond, .	131	104	.79	279	Holden, .	538	386	.72
220	Winchendon, .	1,016	810	.79	280	Blandford, .	134	97	.72
221	Berkley, .	174	138	.79	281	Lynnfield, .	109	78	.72
222	Northampton, .	3,081	2,444	.79	282	New Marlboro', .	230	165	.72
223	Carlisle, .	78	62	.79	283	Wenham, .	153	110	.72
224	Ludlow, .	511	402	.79	284	Gill, .	146	105	.72
225	Chesterfield, .	99	78	.79	285	Boylston, .	164	119	.72
226	Wales, .	115	91	.79	286	Dover, .	148	106	.72
227	Hampden, .	106	84	.79	287	Lunenburg, .	226	162	.72
228	Leominster, .	2,169	1,690	.78	288	Freetown, .	279	198	.71
229	Topsfield, .	125	97	.78	289	Westwood, .	200	141	.71
230	Hanson, .	218	170	.78	290	Seekonk, .	269	191	.71
231	Swansea, .	273	213	.78	291	Agawam, .	522	371	.71
232	Blackstone, .	1,111	872	.78	292	Plainfield, .	96	68	.71
233	Woburn, .	3,300	2,575	.78	293	Spencer, .	1,366	976	.71
234	Somerset, .	432	339	.78	294	Whately, .	121	86	.71
235	Rehoboth, .	290	226	.78	295	Burlington, .	73	52	.71
236	Salisbury, .	280	218	.78	296	Charlton, .	373	260	.70
237	Southwick, .	202	157	.78	297	Longmeadow, .	158	110	.70
238	Fairhaven, .	699	541	.77	298	Waltham, .	3,951	2,769	.70
239	Lancaster, .	424	327	.77	299	Hyde Park, .	2,183	1,538	.70
240	Bernardston, .	114	88	.77	300	New Braintree, .	77	54	.70
241	Hatfield, .	231	178	.77	301	Enfield, .	185	128	.69
242	Mt. Wash' gton, .	26	20	.77	302	Dunstable, .	72	50	.69
243	Oakham, .	97	75	.77	303	Wendell, .	119	82	.69
244	Wilbraham, .	257	197	.77	304	Sandisfield, .	105	71	.68
245	Pittsfield, .	4,204	3,236	.77	305	Marlborough, .	2,839	1,943	.68
246	Lincoln, .	132	102	.77	306	Windsor, .	114	78	.68
247	Middleton, .	123	95	.77	307	Hull, .	215	146	.68
248	Bedford, .	200	154	.77	308	Norton, .	291	198	.68
249	Becket, .	181	138	.77	309	Stoughton, .	987	672	.68
250	Monterey, .	77	59	.77	310	Salem, .	6,198	4,189	.68
251	Heath, .	83	63	.76	311	Chicopee, .	3,202	2,165	.68
252	Peabody, .	2,076	1,547	.76	312	Egremont, .	99	66	.67
253	Cheshire, .	180	137	.76	313	Warwick, .	88	59	.67
254	Halifax, .	84	63	.75	314	Goshen, .	72	48	.67
255	Sheffield, .	280	211	.75	315	Westport, .	495	330	.67
256	Florida, .	95	71	.75	316	Ware, .	1,584	1,068	.67
257	Rochester, .	159	120	.75	317	Falmouth, .	638	419	.66
258	Boxford, .	106	80	.75	318	Boxborough, .	62	41	.66
259	Hadley, .	279	209	.75	319	Rutland, .	271	179	.66
260	Methuen, .	1,594	1,193	.75	320	Alford, .	41	27	.66

SCHOOL RETURNS.

CXV

TOWNS AND CITIES.				TOWNS AND CITIES.					
		No. of children between 5 and 15 years of age in each town.	Average attendance upon school.			No. of children between 5 and 15 years of age in each town.	Average attendance upon school.		
		Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.				Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.			
321	Canton, . .	801	530	.66	338	Acushnet, . .	234	139	.59
322	Lakeville, . .	169	112	.66	339	Adams, . .	2,652	1,567	.59
323	Chilmark, . .	41	27	.66	340	Lawrence, . .	11,462	6,763	.59
324	Lowell, . .	14,437	9,515	.66	341	Fitchburg, . .	6,180	3,654	.59
325	Lee, . .	756	501	.66	342	Orleans, . .	168	97	.58
326	Princeton, . .	156	101	.65	343	Tewksbury, . .	523	302	.58
327	Washington, . .	86	56	.65	344	Auburn, . .	381	217	.57
328	Newburyport, . .	2,483	1,600	.65	345	Clarksburg, . .	270	152	.56
329	Dracut, . .	653	418	.64	346	Amesbury, . .	1,640	920	.56
330	Sherborn, . .	222	142	.64	347	Fall River, . .	21,442	11,794	.55
331	Berlin, . .	188	120	.64	348	Holyoke, . .	10,157	5,451	.54
332	Franklin, . .	993	630	.63	349	Hardwick, . .	577	312	.54
333	New Bedford, . .	11,840	7,501	.63	350	Peru, . .	60	32	.54
334	Tolland, . .	58	36	.62	351	Dudley, . .	721	331	.46
335	North Adams, . .	4,542	2,830	.62	352	Southbridge, . .	2,154	902	.42
336	Greenwich, . .	108	66	.61	353	Webster, . .	1,673	538	.32
337	Sutton, . .	636	389	.61					

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